







English Plus

exam support

Student's Book 1

Podręcznik dla gimnazjum

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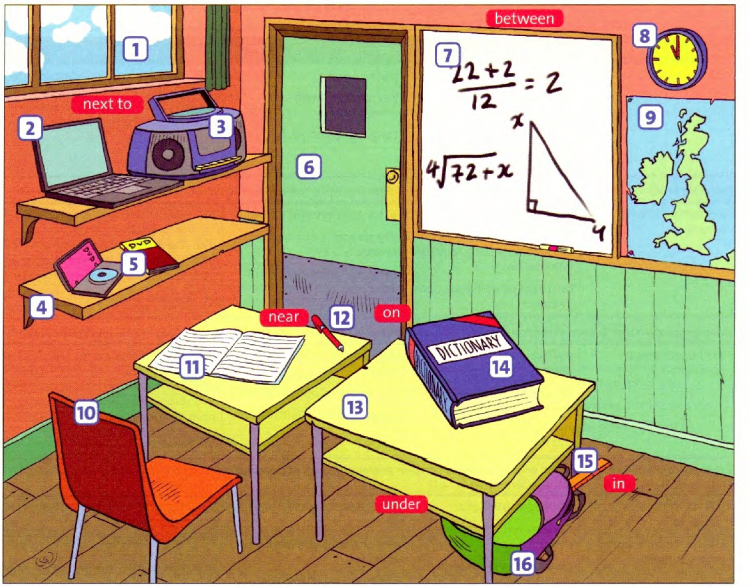
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Starter unit

VOCABULARY ■ A classroom

I can describe my classroom.



1 1.02 **Write the name of objects 1–16 in the picture. Then listen and check.**

1 *window*

board dictionary shelf laptop clock poster door ~~window~~ DVD CD player notebook desk bag pen chair ruler

2 **Look at the picture again and read the sentences. Write *true* or *false*.**

The poster is near the door. ***false***

1 The DVD is on the shelf.
2 The laptop is next to the DVD.
3 The shelf is near the poster.
4 The poster is under the clock.
5 The notebook is in the bag.
6 The door is between the clock and the board.

3 **Write sentences about the picture with the words in the box.**

~~next to~~ on on in under between near

poster / board

The poster is next to the board.

1 pen / desk
2 ruler / bag
3 CD player / shelf
4 pen / notebook
5 board / clock and the door
6 bag / desk

4 **ACTIVATE** **Work in pairs. Say true or false sentences about your classroom. Use the words in the box in exercise 3. Correct your partner's false sentences.**

The window is next to the door. — *True.*

The desk is near the board. — *False. The desk is near the windows.*

Szkoła

LANGUAGE FOCUS ■ Possessive 's and subject and object pronouns • Possessive adjectives

I can talk about people and their possessions.

S

Possessive 's and subject and object pronouns

1 Translate the phrases. Where's the apostrophe (') in each phrase? Why?



1 David's workbook
2 the teacher's DVDs
3 the boys' bags

2 Write phrases for 1–6. Add an apostrophe (') or 's.

Laura / desk the students / chairs
Laura's desk *the students' chairs*

1 David / laptop
2 the teacher / CD player
3 the girl / DVDs
4 Hannah / dictionary
5 Liam / notebook
6 the students / pens

More practice ⇨ Workbook page 5

Subject pronouns and possessive adjectives

3 Complete the table with the words in the box.

his their ~~my~~ your our

Singular		Plural	
Subject pronoun	Possessive adjective	Subject pronoun	Possessive adjective
I	my	we	[1]___
you	[2]___	you	your
he she it	[3]___ her its	they	[4]___

4 Choose the correct words.

I / (My) friend Claire is from France. [1] **She** / **Her** surname is Dupuis. [2] **She's** / **Her** twelve years old. [3] **We're** / **Our** in class 1B. [4] **We** / **Our** teacher is Michael Clerc. [5] **His** / **He's** from Geneva. [6] **His** / **He** English is good. Daniel and Maria are students in [7] **my** / **you** class. [8] **They're** / **Their** thirteen years old.

More practice ⇨ Workbook page 5

Object pronouns

5 Match the object pronouns in the box with the subject pronouns.

it ~~me~~ them us you him her you

I – **me** you – [1]___ it – [2]___ he – [3]___
she – [4]___ we – [5]___ you – [6]___ they – [7]___

6 Choose the correct words.

1 That's my desk. Your pen is on **you** / **it**.
2 Joe and I are here. Tom isn't with **us** / **them**.
3 Dan is with Sally. Ann is with **her** / **us** too.
4 That's Peter. The teacher is with **them** / **him**.
5 I am here. Amy is with **them** / **me**.
6 The students are in class. I am not with **you** / **them**.
7 You and Tom are in class 1B. Joe is with **you** / **him**.

More practice ⇨ Workbook page 5

Checking meaning and spelling

7 1.03 **Read and listen. Then practise the dialogue.**

Adam How do you say 'okno' in English?
Anna I think it's 'window'.
Adam Sorry, can you say that again?
Anna Yes, it's 'window'.
Adam How do you spell that?
Anna W-I-N-D-O-W
Adam Thanks. And what's this in English?
Anna It's a dictionary. Where's your dictionary?
Adam It's in my bag.

8 ACTIVATE **Study the key phrases in blue in exercise 7. Then ask and answer questions using the objects in the picture on page 4 or your own ideas.**

VOCABULARY ■ Basic adjectives

I can describe people, places and things.

English Plus Quiz

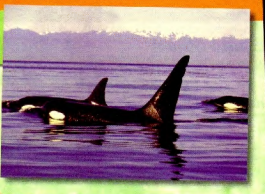


Unit 1
This is Sarah's favourite team. Are they good?
1 Manchester City

Unit 2
It's a big, new building.
2 B___ K___



Unit 3
It's a popular city to live in. People from 179 different countries are here.
3 L___



Unit 4
This is an interesting animal. It's an orca or a ...
4 k___ w___



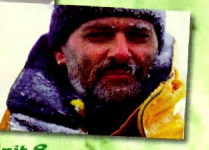
Unit 5
Ronan is at a very expensive school. It's a ...
5 b___ s___



Unit 6
It's the name of a pizza. Is it a nice name for a girl?
6 M___



Unit 7
He's a popular hero in video games
7 M___



Unit 8
He's an explorer. His job is difficult, but interesting.
8 K___ F___

1 1.04 Match adjectives 1–7 with their opposites in the box. Then listen and check.

difficult unpopular horrible small ~~bad~~ boring expensive

1 good *bad*
2 popular
3 interesting
4 easy
5 big
6 cheap
7 nice

2 Do the *English Plus* quiz with a partner. Find the answers in the units of this book.

3 Write eight sentences. Use your ideas and the words in the table.

1 *Top Gear is a popular TV programme.*

TV programme	place	person	game or DVD
popular ✔	big	interesting	expensive
boring	horrible	nice	difficult
good	small	popular	interesting

Days of the week and months

4 1.05 Put the days of the week in the correct order. Listen and check.

Friday ~~Monday~~ Tuesday Saturday Wednesday Sunday Thursday

1 *Monday*

5 Complete the names of the months.

1 J a nua r y
2 F_ brua_ _
3 _a_ ch
4 A_ r_ l
5 Ma_
6 J_ ne
7 _u_ y
8 Au_ us_
9 _ _ ptemb_ r
10 Oc_ _ ber
11 N_ _ emb_ r
12 D_ c_ m_ e_

6 ACTIVATE Make true sentences. Then compare with a partner.

1 My birthday is in ___.
2 My friend's birthday is in ___.
3 My favourite month is ___.
4 My favourite day is ___.
5 Today is ___.
6 ___ and ___ are the weekend.

LANGUAGE FOCUS ■ *be*: affirmative, negative and questions

I can use *really* and *very* to express emphasis.

1 Complete the table with *am*, *is*, *isn't*, *are* and *aren't*.

Affirmative		Negative	
I 'm / am	in this class.	I 'm / am not	in this class.
He / She / It 's / [1] __		He / She / It is not / [2] __	
We / You / They 're / are		We / You / They are not / [3] __	

Questions		Short answers
[4] __ I	in this class?	Yes, I am. / No, I'm not.
Is he / she / it		Yes, he / she / it is. / No, he / she / it isn't.
[5] __ you / we / they		Yes, we / you / they are. / No, we / you / they aren't.

More practice ⇨ Workbook page 7

2 Choose the correct words.

1 Laptops **is** / **are** expensive.
2 My dictionary **is** / **are** on the shelf.
3 Your pen and ruler **is** / **are** in your bag.
4 Madrid **isn't** / **am not** in Peru.
5 The teacher **am** / **is** next to the board.
6 We **isn't** / **aren't** boring students.

3 Write true sentences. Use affirmative and negative forms of *am*, *is* and *are*.

1 I ___ in class now.
2 We ___ in America.
3 Our teacher ___ from France.
4 My friends ___ nice.
5 My notebook ___ on my desk.
6 Books ___ expensive.
7 I ___ fourteen years old.
8 Harry Potter DVDs ___ boring.

4 Complete the questions and write your answers. Then ask and answer.

Is this book interesting? ***Yes, it is.***

1 ___ your friends nice?
2 ___ English important?
3 ___ CDs expensive?
4 ___ your desk new?
5 ___ video games boring?
6 ___ Barcelona a good football club?
7 ___ you twelve years old?
8 ___ *The Simpsons* a popular programme?

5 Study the key phrases. Then complete the sentences with your own ideas.

KEY PHRASES ○ Adding emphasis

New York is a **very** big place.
Marta is a **really** nice teacher.
English isn't a **very** difficult language.



1 ___ isn't a very interesting sport.
2 ___ and ___ are very nice places.
3 ___ is a really horrible DVD.
4 ___ is a really good programme.
5 ___ is a very popular CD.
6 ___ aren't very cheap.

6 ACTIVATE Compare your sentences in exercise 5 with a partner.

Golf isn't a very interesting sport. / *No, it isn't.*

1 Your interests

Start thinking

1 Where is Roger Federer from?
2 Where is Florida?
3 Who is Beyoncé?

Aims

Communication: I can ...

- talk about my hobbies and interests.
- understand a text about people's interests.
- talk about possessions.
- understand people talking about their hobbies and interests.
- ask and answer general knowledge questions.
- greet and introduce people.
- write an email about myself.

Exam preparation ⇨ Page 17

Człowiek

- **Rozumienie ze słuchu:** *Wielokrotny wybór*
- **Znajomość środków językowych:** *Wielokrotny wybór*

English Plus Options



+ Extra listening and speaking
Identifying people
⇨ Page 88



+ Curriculum extra
Visual arts: Colour
⇨ Page 96



+ Culture
Young people around the world
⇨ Page 104



+ Project
Poster: about you
⇨ Page 112

VOCABULARY ● Free time

I can talk about my hobbies and interests.

1 1.06 Match the words in the box with photos 1–12 on page 9. Then listen and check.

1 *photography*

martial arts chatting on the internet sport art
computer games music ~~photography~~ watching TV
animals cycling meeting friends books

Pronunciation: Syllables ⇨ Workbook page 98

2 Work in pairs. Do the *Your interests, your future* questionnaire on page 9. Is the key correct for you?

Are you into meeting friends or chatting on the internet? I like ...

3 1.07 Study the key phrases. Then listen to six sentences. Which key phrases do you hear?

KEY PHRASES ○ Talking about interests

I really like	I like	I don't like
I love	I really hate	
I'm into	I'm not into	
I'm interested in	I'm not interested in	

4 Look at the key phrases. Which phrases are positive and which are negative?

I really like ... – positive

5 Complete the table with the words in exercise 1. Add one more word to each list.

I really like	I like	I don't like	I really hate
photography		*cycling*	

6 ACTIVATE Talk about your interests with a partner. Use the key phrases and your answers in exercise 5. Then write six sentences.

I'm not into art. *Oh, I like art. I really like photography.*

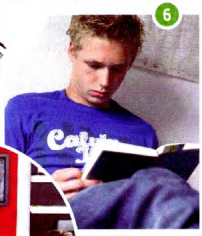
○ *Finished?*
Write five sentences about a classmate. Then read them to the class. Can they guess who it is?
He / She really likes cycling.
He / She hates art.

Questionnaire: Your interests, your future

What are your interests? And what's your future?
Choose the best answers and follow the arrows.











Are you into ...

START HERE

- meeting friends OR chatting on the internet?
 - sport OR art?
 - cycling OR computer games?
 - animals and pets OR watching TV?
 - chatting on the internet OR music?
 - martial arts OR music?
 - cycling OR books and comics?
 - photography OR computer games?
 - sport OR watching TV?

You aren't a sporty person, but you like learning.
FUTURE: computer expert OR TV critic

You're creative and clever.
FUTURE: artist, writer OR pop star

You're active and friendly.
FUTURE: sports star OR TV star

Człowiek

READING ■ What are you into?

I can understand a text about people's interests.

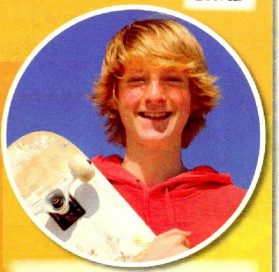
My Interests



ALEXIA

I love pop music and I've got a lot of CDs. My friends are mad about Black Eyed Peas, but I can't stand hip hop. I really like sport, especially volleyball and tennis, but I hate cycling. One of my interests is art, but I'm not very good at it!

DAVID



I'm into skateboarding and swimming. I'm good at martial arts, especially taekwondo. My friend Steve likes taekwondo too, but he hasn't got a green belt. We've got a computer at home, but I don't really like computer games. I prefer chatting on the internet. I like books, especially books about animals. I really like animals, but we haven't got a pet.

SARAH



I'm interested in sport, especially football. I'm a Manchester City fan and I've got photos and posters of the team. I'm not mad about books, but my friend Lily and I love watching TV. Lily has got a TV in her room. One of my interests is photography. I haven't got a very good camera, but my photos are really good.

1 Look at the photos. What do you think Alexia, Sarah and David are interested in?

2 1.08 Read and listen to the texts. Check your answers in exercise 1.

3 **EGZAMIN** Read the texts again and choose the correct answers.

1 Sarah is not into ___
a football. b photography. c books.
2 Lily has got a ___
a camera. b TV.
c photo of a football team.
3 David is good at ___
a swimming. b taekwondo.
c computer games.
4 David isn't interested in ___
a computer games. b books.
c swimming.
5 Alexia is into ___
a hip hop. b cycling. c pop music.
6 Alexia isn't good at ___
a art. b tennis. c volleyball.

4 **BUILD YOUR VOCABULARY** Find these sentences in the text. Then complete the sentences with the words in blue.

1 I'm ___ books.
2 I ___ chatting on the internet.
3 I really like sport, ___ volleyball and tennis.
4 I'm ___ Manchester City ___.
5 I'm ___ martial arts.
6 I ___ hip hop.

5 **ABOUT YOU** Complete the sentences for you. Then compare your answers with a partner.

1 I'm into books, especially books about ___.
2 I'm mad / not mad about ___.
3 I'm good / not good at ___.
4 I'm a ___ fan.
5 I'm interested in ___, but I prefer ___.
6 I can't stand ___.

I'm into books about animals. What about you?

I prefer comics.

have got

1 Look at the texts on page 10. Find sentences with *have*, *has*, *haven't* and *hasn't*.

2 Complete the tables with *have* or *has*. What are the short forms of *have* and *has*?

Affirmative		
I / You / We / They	have / 've got	a pet.
He / She / It	[1]__ / 's got	a camera.

Negative		
I / You / We / They	[2]__ not / haven't got	a pet.
He / She / It	[3]__ not / hasn't got	a camera.

Questions			
Have	I / you / we / they	got	a pet?
[4]__	he / she / it	got	a camera?

Short answers	
Yes, I / you / we / they have.	No, I / you / we / they haven't.
Yes, he / she / it has.	No, he / she / it hasn't.

More practice ⇨ Workbook page 9

3 Complete the sentences. Use *'ve got, 's got, hasn't got* or *haven't got*.

Tony hasn't got a pet. ✘
1 We ___ two dogs. ✔
2 I ___ a poster of Johnny Depp. ✔
3 My mum ___ two cars. ✔
4 She ___ a Ferrari. ✘
5 I ___ a camera. ✘
6 My parents ___ a computer. ✘

4 Write questions. Then ask and answer with a partner.

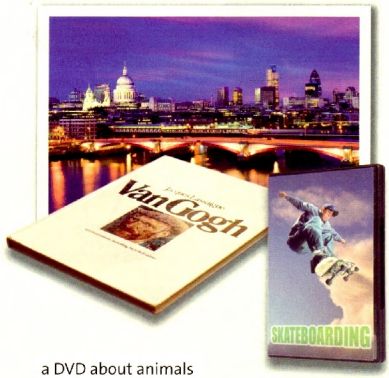
your friend / laptop?
Has your friend got a laptop? Yes, he has.

1 your teacher / a mobile phone?
2 your parents / a video camera?
3 you / a bicycle?
4 your school / a football team?
5 your friend / a black belt in taekwondo?
6 you / a hobby?

Prepositions: *of, about, by*

5 Work in pairs. Study the examples. Then look at Marta's possessions. Ask and answer about the things she has got.

A book / DVD about football / Picasso.
A photo / poster of London / Roger Federer.
A book by J.R.R. Tolkien / Stephenie Meyer.



a DVD about animals

Has she got a DVD about animals?
No, she hasn't.

1 a photo of London
2 a book about art
3 a book by J.K.Rowling
4 a DVD about skateboarding
5 a CD by Coldplay
6 a poster of a football team

More practice ⇨ Workbook page 9

6 ACTIVATE Ask people in the class about their possessions. Use *about, of* and *by* and your own ideas.

Have you got a DVD about martial arts?
No, I haven't. What about you?

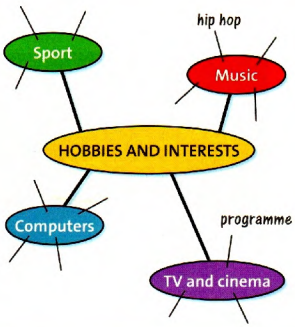
Finished?
Write about your own possessions. Use ideas from exercise 5.
I've got a photo of New York.

VOCABULARY AND LISTENING ■ Hobbies and interests

I can understand people talking about their hobbies and interests.

1 Complete the mind map with the words in the box.

~~hip hop~~ actor guitar laptop group player team email mouse film swimming website classical ~~programme~~



STUDY STRATEGY ○ Using a mind map

2 Match clues 1–5 with the words in the box. Then add the words to the mind map in exercise 1.

match drummer ~~science fiction~~ director singer webcam skiing

a type of film *science fiction*

1 two words for people in a pop group
2 a popular sport in Switzerland
3 Steven Spielberg is a famous one
4 a camera you use with a computer to show a video on the internet
5 a game for two people or a team

3 Think of people or things for 1–6.

a hip hop artist
Fergie from Black Eyed Peas is a hip hop artist.

1 an American actor
2 a popular TV programme
3 a bad film
4 a boring pop group
5 a good sports team
6 an interesting website



4 1.09 Read the questionnaire. Then listen to the conversation. Which questions does Rob ask Naomi?

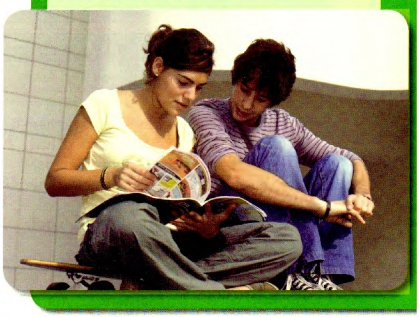
FIND-A-FRIEND QUESTIONNAIRE

ABOUT YOU

1 Where are you from?
2 How old are you?
3 When's your birthday?

YOUR INTERESTS

4 Who are your favourite actors?
5 What's your favourite film or TV programme?
6 Are you good at sport?
7 How many CDs have you got?
8 Who's your favourite sports star?
9 What computer games have you got?
10 Have you got a pet?



5 1.09 EGZAMIN Listen again and write *true* or *false*. Correct the false sentences.

1 Naomi and Rob have got birthdays in October and November.
2 Rob is a Keira Knightley fan.
3 Naomi's favourite sports star is a tennis player.
4 Rob is interested in photography.
5 Naomi has got a cat.
6 In Naomi's opinion, rats are horrible.

6 ACTIVATE Translate the words in blue in the questionnaire. Then do the questionnaire with a partner.

Człowiek • **Rozumienie ze słuchu** *Prawda / Fałsz*

LANGUAGE FOCUS ■ Interrogative pronouns

I can ask and answer general knowledge questions.

1 Complete the table with the words in the box. Then check your answers in the questionnaire on page 12.

How many Where When How old
~~What~~ Who

Questions		
What	's	your favourite TV programme?
[1]___	's	your favourite sports star?
[2]___	are	you from?
[3]___	's	your birthday?
[4]___	are	you?
[5]___ CDs	have	you got?

More practice ⇨ Workbook page 11

2 Complete the questions to match the answers.

When's lunch? It's at 1.30.

1 ___ DVDs have you got? I've got two.
2 ___'s your favourite singer? Rihanna.
3 ___'s your favourite colour? Blue.
4 ___'s your dad from? He's from Rome.
5 ___'s your friend's birthday? It's in December.
6 ___ are your parents? They're 38 and 39 years old.

3 Write true answers to the questions in exercise 2. Then ask and answer in pairs.

How many DVDs have you got? — *I've got six.*

4 1.10 Work in pairs. Complete the quiz questions and then do the quiz. Listen and check.

5 ACTIVATE Write one more question about each topic in the quiz. Use the words in the box or your own ideas. Then test your partner.

Who / singer / in Coldplay?
How old / Dr Who?
How many legs / a spider?
When / next Football World Cup?
Where / Bart Simpson from?
What / Facebook?

INTERESTS QUIZ



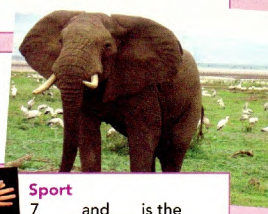
Music

1 *Where's* hip hop music from?
2 ___'s the singer and ___ has she got in her hand?



TV and cinema

3 What do the letters 'MTV' stand for?
4 ___'s this actor and ___'s the name of his character in this film?



Animals

5 How many eyes has a spider got?
6 ___'s this animal and ___'s it from?



Sport

7 ___ and ___ is the Wimbledon tennis championship?
8 ___'s this and ___'s his sport?



Books and comics

9 ___'s the name of the famous character in J.K. Rowling's books?
10 ___'s this and ___ city is he from?

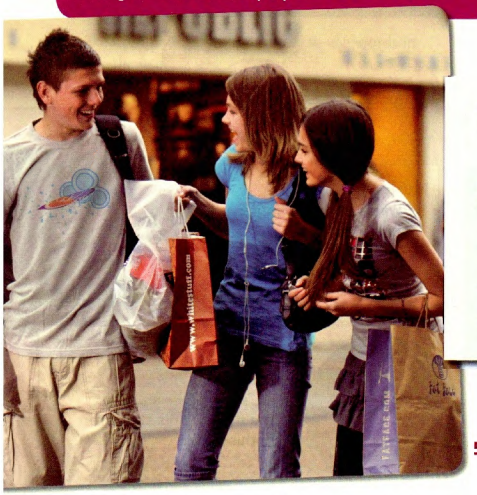


Computers

11 ___ do the letters 'www' stand for?
12 ___'s the internet: 50 years or 100 years?

SPEAKING ■ Meeting people

I can greet and introduce people.



Jake	Hi, Laura. How are things?
Laura	Not bad. How are you, Jake? This is Tina. She's my cousin. She's from the USA.
Jake	Hello, Tina. Good to meet you.
Tina	And you. Hey, that's a cool T-shirt. Are you into surfing?
Jake	Yes, but I'm not very good. What part of the USA are you from?
Tina	I'm from Florida.
Jake	That's cool. See you later then.
Tina	Yeah. See you later.

1 Look at the photo. What hobby do you think the boy is interested in? Why?

2 1.11 Listen to the dialogue. Check your answers in exercise 1.

3 1.12 Listen and repeat the key phrases. What are the responses to the key phrases in the dialogue? Practise the dialogue.

KEY PHRASES ○ Greeting and introducing people

1 How are things?
2 This is (Tina).
3 Good to meet you.
4 Are you into (surfing)?
5 What part of (the USA) are you from?
6 See you later then.

Language point: *this, that, these, those*

4 Translate the sentences in the table. What's the difference between *this / that* and *these / those*?

singular	plural
This is my friend.	These are my friends.
That's a good photo.	Those are good photos.

More practice ⇨ Workbook page 11

5 1.13 Look at the picture and complete the dialogue with *this, that, these* or *those*. Listen and check. Then practise the dialogue in pairs.



Amy	[1]___'s a cool T-shirt.
Ben	Yes. [2]___ is my Arsenal shirt. What's [3]___?
Amy	[4]___ is my class photo. Hey, are [5]___ my CDs?
Ben	No, [6]___ are my Coldplay CDs. [7]___'s your CD on the table.

6 ACTIVATE Work in groups of three. Look at the dialogue in exercise 2. Change the words in blue using the ideas in the box or your own ideas. Practise the new dialogue.

friend pen-pal guitar music photo photography Poland Australia Warsaw Sydney

WRITING ● An email

I can write an email about myself.

1

Delete Reply Reply All Forward New Mailboxes Get Mail From: Search Mailbox

Hi,

1 My name's Beth. I'm thirteen years old and I'm a student at Liberty High School in Brighton.

2 I like sport, especially basketball and tennis. My favourite tennis player is Rafael Nadal. My friends love football, but I hate it. My other interests are music and chatting on the internet. I'm really into pop music, but I haven't got a favourite group.

3 What about you? Have you got any hobbies or interests? Please write and send a photo if you've got one.

Bye for now,
Beth



1 Read the model text and answer the questions.

1 Who is the email to?
 a Beth
 b a student at a different school
 c Beth's friend
2 What is the purpose of the email?
3 Is this email formal or informal?
4 Which paragraph asks the reader questions?
5 Which paragraph is about Beth's interests?
6 Which paragraph introduces Beth?

2 Complete the key phrases. Then look at the model text and check.

KEY PHRASES ○ Email introduction

1 I'm a ___ at
2 I'm ___ into
3 What ___ you?
4 Send a photo if you've got ___.
5 Bye for ___.

Language point: *and, or, but*

3 Look at the model text. When do we use *and, or* and *but*? Complete the sentences with *and, or* or *but*.

1 I'm into tennis ___ basketball.
2 I'm good at tennis ___ I'm not good at basketball.
3 Do you prefer dancing ___ photography?
4 I've got a camera ___ I haven't got a laptop.
5 Is this your book ___ your brother's book?
6 I really like judo ___ taekwondo.

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

EGZAMIN Write an email to Beth about your interests.

B THINK AND PLAN

1 What's your name and age?
2 Where are you from and what's your school?
3 What are your hobbies and interests?
4 What are your favourite sports, groups, books or films?
5 Have you got any pets?
6 What questions have you got for Beth?

C WRITE

Write your email. Use *and, or* and *but* and the key phrases.

Paragraph 1: Introduction
My name's ...
Paragraph 2: Hobbies and interests
I'm really into ...
Paragraph 3: Questions
What about you?

D CHECK

- *and, or* and *but*
- spelling

Vocabulary

1 Find the odd word out in each group.

1 hip hop classical skiing guitar
2 mouse science fiction webcam laptop
3 cycling director film actor
4 swimming website team player
5 drummer group programme singer
6 match email taekwondo tennis

2 Complete the sentences with the words in the box.

can't	especially	fan	good
mad	prefer		

1 I'm not ___ about books.
2 My brother's an Arsenal ___.
3 I like art, but I'm not very ___ at it.
4 We're really into music, ___ hip hop and pop.
5 I like chatting on the internet, but I ___ meeting friends.
6 I've got a rat, but my mother ___ stand it.

Language focus

3 Write sentences with *have got, has got, haven't got* or *hasn't got*.

Tania / a book about art ✘
Tania hasn't got a book about art.
1 My friends / a good computer game ✔
2 Olivia / a poster of the Arsenal team ✔
3 Tim / a black belt in judo ✘
4 We / a CD by The Beatles ✘
5 I / a photo of my class ✔
6 You / a camera ✘
7 Peter / a horrible rat ✔
8 My friends / pets ✘

4 Complete questions 1–6 with the words in the box. Then match the questions with answers a–f.

When	Who	What	How many
Where	How		

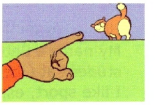
1 ___'s your mother from?
2 ___ old is your cat?
3 ___'s Steve's birthday?
4 ___'s your favourite sport?
5 ___'s your best friend?
6 ___ DVDs have we got?

a In June.
b Sally Haines.
c Tennis.
d Thirty.
e Florida.
f Six months old.

5 Look at the pictures and complete the sentences with *this, that, these* or *those*.



1 ___ is my favourite book.



2 Is ___ your cat, Tom?



3 ___ are your CDs over there.



4 ___ aren't my comics.

Communication

6 EGZAMIN Match expressions 1–8 with responses a–h.

1 This is Tim.
2 What part of Britain are you from?
3 I'm really into music. What about you?
4 Are you into skateboarding?
5 See you later then.
6 How are things?
7 I hate rats. What about you?
8 Good to meet you.

a Not bad.
b Me too, especially hip hop.
c I like them, but I prefer cats.
d And you.
e I'm from London.
f Yes, but I'm not very good.
g Hello, Tim.
h Yeah. See you later.

Listening

7 1.14 EGZAMIN Listen to four people talking about their interests. Match sentences a–e with speakers 1–4. There is one sentence that you do not need.

Speaker 1		Speaker 3	
Speaker 2		Speaker 4	

a I've got a computer.
b I love hip hop and I'm a Jay-Z fan.
c I'm good at tennis.
d I like playing football.
e I really hate rats.

1 Work in pairs. Look at the photos. Which of these activities do you like doing?



2 1.15 Read the tip. Then listen to Sam and Jess talking about what they do in their free time. Who prefers being with a lot of other people?

WSKAZÓWKA

Słuchając nagrania po raz pierwszy, postaraj się zrozumieć jego główną myśl i odpowiedzieć sobie na pytanie, o czym jest dana rozmowa lub wypowiedź.

3 1.16 **EGZAMIN** Usłyszysz dwukrotnie rozmowę. Z podanych możliwych odpowiedzi wybierz jedną, zgodną z treścią nagrania. Zakreśl literę a, b lub c.

1 What team is on Max's T-shirt?
 a A basketball team.
 b A baseball team.
 c An American football team.
2 What does Max say about sport?
 a He's very good at playing sport.
 b He likes watching sport on TV.
 c He prefers football to basketball.
3 What does Maria prefer doing?
 a Swimming.
 b Watching football.
 c Listening to music.
4 Max and Maria are talking about their
 a families.
 b interests.
 c friends.

4 Read the tip. Then read the emails in exercise 5. Choose the answer that best describes what Josie is talking about in her email.

WSKAZÓWKA

Aby rozwiązać zadanie na zrozumienie tekstu pisanego, najpierw szybko przeczytaj tekst, nie zwracając uwagi na luki. Postaraj się zrozumieć główną myśl wypowiedzi.

In the second email, Josie is talking about
a her town or city.
b her personal details.
c her interests.

5 **EGZAMIN** Uzupełnij odpowiedź na poniższy e-mail. Zakreśl literę a, b lub c.

Delete Reply Reply All Forward New Mailboxes Get Mail

Hi Josie
My name's Ela and I'm from Poland. I'm thirteen years old and I live in Warsaw. I like music and dancing. What about you? What do you like doing?
Write soon!
Ela

Delete Reply Reply All Forward New Mailboxes Get Mail

Hi Ela
Nice to hear from you! I'm thirteen, too. My birthday's in October. I like listening to music, especially hip hop, and I'm mad [1]___ the Black Eyed Peas! They're my favourite group. I don't like playing sport, but I like watching football and tennis on TV. I've got a new computer and I'm really into [2]___ the internet and emailing people. What about you? [3]___ 's your birthday? Do you like going out, [4]___ do you prefer being at home? Please write soon!

Bye for now!
Josie

1	a for	b of	c about
2	a use	b using	c uses
3	a When	b What	c How
4	a and	b but	c or

6 Write your own email answering Josie's questions.

More practice ⇨ Workbook page 72

Człowiek • **Rozumienie ze słuchu** *Wielokrotny wybór* • **Znajomość środków językowych** *Wielokrotny wybór*

2 City to city

Start thinking

1 Where is the Burj Khalifa?
2 Where is Miami?
3 What is the population of your town?

Aims

Communication: I can ...

- describe a town I know.
- understand an article about a city.
- ask and answer questions about my ideal place to live.
- understand descriptions and describe where I live.
- compare places in different countries.
- ask for travel information.
- write about a town or city I like.

Exam preparation ⇨ Page 27

Dom, Podróżowanie i turystyka
- **Rozumienie ze słuchu:** *Wielokrotny wybór*
- **Rozumienie tekstów pisanych:** *Dobieranie*

English Plus Options



+ Extra listening and speaking
Giving personal information
⇨ Page 89



+ Curriculum extra
Geography: Reading a map
⇨ Page 97



+ Culture
The United Kingdom
⇨ Page 105



+ Cumulative review
Starter–Unit 2
⇨ Page 113

VOCABULARY ● Places in a town

I can describe a town I know.

1 1.21 Match twelve of the words in the box with places 1–12 in the *City Simulation* game on page 19. Then listen and check.

1 *train station*

~~train station~~ offices library shops café flats art gallery shopping centre hospital park river cinema sports centre school restaurant car park factory bus station supermarket

2 1.22 Listen. Where are the people in situations 1–8?

3 1.23 Work in pairs. Read information A–D in the *City Simulation* game and choose *a* or *b*. Then listen and check.

I think that 'A' is a good place for the ...

Language point: *there is, there are* + *a, an, some* and *any*

4 Look at the *City Simulation* game and write *true* or *false* for sentences 1–4. Then complete rules a–c with *a, an* or *some* and *any*.

1 There aren't any factories in the town centre.
2 There are some shops in South Newville.
3 There's a river.
4 There isn't an art gallery.

a We use ___ with plural nouns in affirmative sentences.
b We use ___ with plural nouns in negative sentences.
c We use ___ or ___ with singular nouns in affirmative and negative sentences.

More practice ⇨ Workbook page 17

5 Complete the sentences about Newville using *There is / isn't, There are / aren't* and *a / an, some* and *any*.

There aren't any shops near the school.
1 ___ flats next to the park.
2 ___ flats next to the factory.
3 ___ school near the factory.
4 ___ factory near the sports centre.
5 ___ offices in the park.
6 ___ restaurant opposite the shopping centre.

6 ACTIVATE Write three true and three false sentences about Newville for your partner. Use the words in exercise 1 and *There's / There are / There isn't / There aren't*. Then correct your partner's false sentences.

There's a library in the park.

False. There isn't a library in the park.

Dom

City Simulation



A North Newville. There are some factories in this part of the city. We're next to the railway station and near the city centre. This is a good place for …

a the bus station.
b the library.

B It's opposite the sports centre. It's also near Newville shopping centre. There aren't any factories here. There are 10,000 visitors every day. This is a good place for …

a the cinema.
b the hospital.

C This is the city centre, with its fantastic shops and restaurants. The city centre is a good place for …

a the library.
b a new train station.

D South Newville. There are one or two offices here, but it's a nice area. It's near a park and there's a river. This is a good place for …

a some factories.
b the hospital.

Finished?

What are the good and bad things about your town? Write sentences.

☺ *There are two parks.* ☹ *There isn't a cinema.*

READING ■ A description of a modern city

I can understand an article about a city.

1 1.24 Look at the photos and choose six words that you can use to describe the building. Then read, listen and check your answers.

lift museum stairs lake desert skyscraper mountains modern



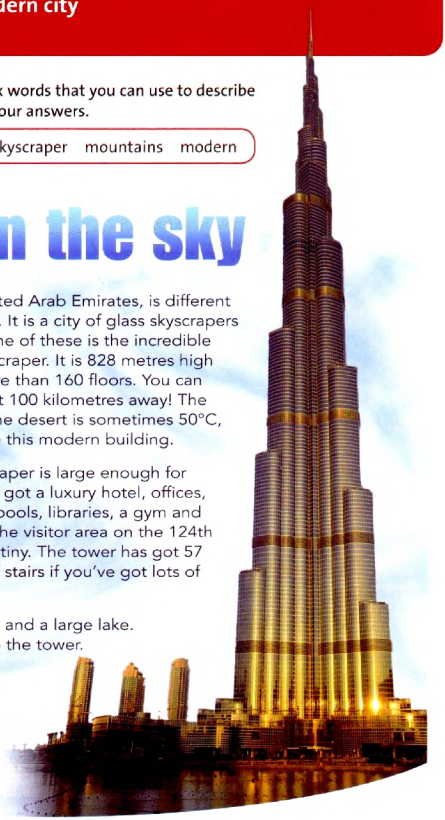
City in the sky

Dubai, in the United Arab Emirates, is different from other cities. It is a city of glass skyscrapers in the desert. One of these is the incredible Burj Khalifa skyscraper. It is 828 metres high and has got more than 160 floors. You can see it from about 100 kilometres away! The temperature in the desert is sometimes 50°C, but it's cool inside this modern building.

This amazing skyscraper is large enough for 25,000 people. It has got a luxury hotel, offices, restaurants, swimming pools, libraries, a gym and 900 expensive flats. From the visitor area on the 124th floor, the cars in the streets below are tiny. The tower has got 57 very fast lifts, but there are also lots of stairs if you've got lots of energy!

In the Burj Khalifa area there are parks and a large lake. There is a big shopping centre next to the tower.

This enormous building has got over 1,200 luxury shops. The city of Dubai is a fantastic place, but only if you are very rich and you like shopping.



2 **EGZAMIN** Read the text again and write *true* or *false*. Correct the false sentences.

1 The Burj Khalifa skyscraper is 100 km away from Dubai.
2 The skyscraper is a very old building.
3 There are 800 flats in the skyscraper.
4 There is a place for visitors on floor 124.
5 The lifts in the tower are quite slow.

STUDY STRATEGY ○ Finding spelling rules

3 Find the plural forms of these words in the text. When do we form a plural with *-ies*?

office city flat park shop library

4 **BUILD YOUR VOCABULARY** What do these adjectives describe? Find them in the text and check.

amazing luxury enormous incredible fantastic tiny fast

5 **ABOUT YOU** Ask and answer the questions.

1 Is the Burj Khalifa a good place to live?
2 Why is the Burj Khalifa only good for rich people?
3 Are there any interesting buildings in your town?
4 Is there a shopping centre in your town?
5 How many parks are there?
6 What are your favourite places?

Dom, Elementy wiedzy o świecie • **Rozumienie tekstów pisanych** *Prawda / Fałsz*

LANGUAGE FOCUS ■ *Is there ...?, Are there ...?*

I can ask and answer questions about my ideal place to live.

2

1 Complete the table with *is*, *are*, *isn't* and *aren't*. When do we use *any*?

Question	Short answer
Is there a lake?	Yes, there is.
[1] ___ there a sports stadium?	No, there [2] ___.
[3] ___ there any tall buildings?	Yes, there are. No, there [4] ___.
How many shopping centres are there?	None. / One. / Three.

2 Choose the correct answers.

RULES

1 We use **some** / **any** in questions.
2 We use *Yes, there is* and *No, there isn't* with **singular nouns** / **plural nouns**.
3 We use *Yes, there are* and *No, there aren't* with **singular nouns** / **plural nouns**.

More practice ⇨ Workbook page 17

3 Complete the questions with *Is there* / *Are there*. Then ask and answer with a partner. Give short answers.

1 ___ a park or garden in your town?
2 ___ any old buildings in your town?
3 ___ any mountains near your town?
4 ___ a river in your town?
5 ___ any places for young people where you live?
6 ___ any shops near your school?
7 How many restaurants ___ in your town?
8 How many houses ___ in your street?

Is there a park or garden in your town?

Yes, there is.

4 Put the key phrases in order.



KEY PHRASES ○ Expressing quantity

only one loads (of) one or two
a lot of no

5 Think about your ideal place to live. Is it a town or a village? Write six sentences with *There is ...* / *There are ...* and the key phrases in exercise 3. Use the phrases in the box and your own ideas.

In my ideal place to live there are no factories.

a big shopping centre a skateboard park
schools factories old buildings
tall buildings a river a park
big forests hospitals

6 ACTIVATE Ask your partner about their ideal place to live. How many of your ideas are the same? Use *Is there ... ?*, *Are there ... ?* and *How many ... ?* and your ideas in exercise 5. Give short answers.

My ideal place to live is a small town.

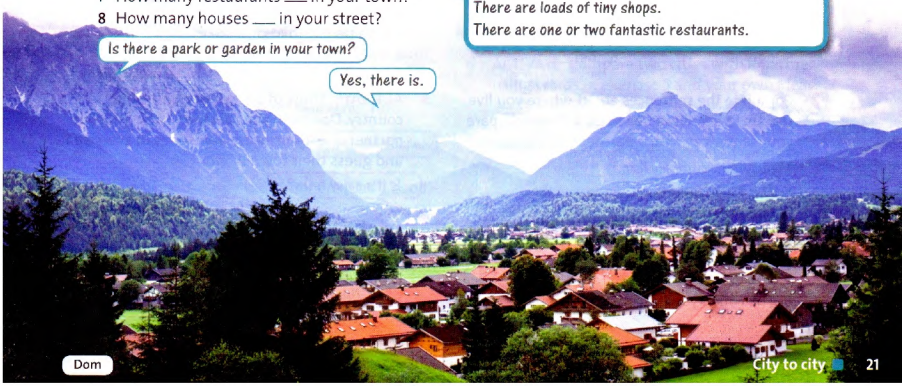
Is there a skateboard park in your town?

Yes, there is.

○ *Finished?*

Write a description of your ideal place to live. Use your ideas in exercise 5 and adjectives from page 20.

There are loads of tiny shops.
There are one or two fantastic restaurants.



Dom

VOCABULARY AND LISTENING ■ Describing places

I can understand descriptions and describe where I live.

1 1.25 Match adjectives 1–6 with their opposites. Then listen and check.

quiet dirty safe unfriendly pretty modern



1 dangerous ___



2 friendly ___



3 noisy ___



4 clean ___



5 ugly ___



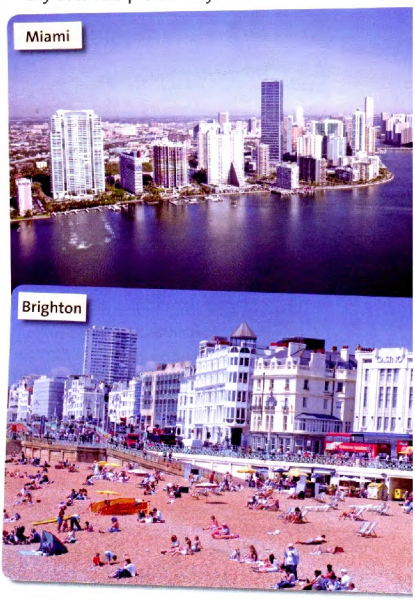
6 old ___

2 Complete the sentences about where you live. Use the adjectives in exercise 1. Then compare your sentences with a partner.

My town is quite **modern**.

1 The streets are quite ___.
2 The buildings are really ___.
3 The people are really ___.
4 The houses are ___.
5 The town centre is ___.
6 The countryside around the town is ___.

3 1.26 Tina is from Miami and Jake is from Brighton. Listen to their conversation. Which city does Tina prefer? Why?



4 1.26 **EGZAMIN** Listen again and write *true* or *false*.

1 Miami is bigger than Brighton.
2 Miami is safer than Brighton.
3 Brighton is a prettier place.
4 Brighton is more exciting than Miami.
5 The people in Miami are friendlier.
6 The weather is better in Brighton.

5 **ACTIVATE** Think of a town or city in your country. Don't tell your partner. Then ask your partner questions using adjectives in exercise 1 and guess their town or city.

Is it a noisy town?

No, it's a very quiet town.

Are there a lot of modern buildings?

No, there aren't. The buildings are quite old.

Dom, Elementy wiedzy o krajach anglojęzycznych • **Rozumienie ze słuchu** *Prawda / Fałsz*

LANGUAGE FOCUS ■ Comparative adjectives

I can compare places in different countries.

2

1 Complete the table with adjectives in exercise 4 on page 22. How do you make comparatives in your language?

	Adjective	Comparative
Short adjectives and adjectives ending in *-y*	old safe big pretty friendly	older 1 ___ 2 ___ 3 ___ 4 ___
Long adjectives	dangerous exciting	more dangerous 5 ___
Irregular adjectives	bad good far	worse 6 ___ further

More practice ⇨ Workbook page 19

2 1.27 Complete the sentences. Do the quiz with a partner. Then listen and check. Is the word *than* before or after the adjective in comparative sentences?

All around the world

1	Tokyo is ___ (expensive) than Rome.	True / False
2	New York is ___ (new) than Athens.	True / False
3	The Atlantic is ___ (wide) than the Pacific.	True / False
4	Everest is ___ (high) than Mont Blanc.	True / False
5	The Rhine is ___ (long) than the Amazon.	True / False
6	Cape Town is ___ (dangerous) than Zurich.	True / False
7	Mexico City is ___ (old) than Venice.	True / False
8	Paris is ___ (far) than Madrid from London.	True / False

3 Write six more sentences for the quiz using these words or your own ideas. Then test your partner.

The weather in Italy is worse than here.

No. The weather in Italy is better than here.

1 weather in Italy / weather here (bad / good)
2 Brazil / Canada (cold / hot)
3 the Danube / the Nile (short / long)
4 Australia / Poland (big / small)
5 the Andes / the Alps (high / low)
6 Prague / Los Angeles (new / old)

4 Look at the table. Write questions with comparative adjectives and *than*. Then ask and answer with a partner.

Is Oldington older than Newville? *Yes, it is.*

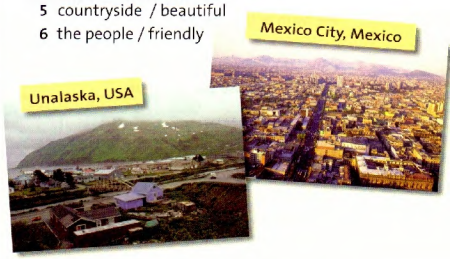
	Newville	Oldington
old	10 years	600 years
friendly	☺ ☺ ☺	☺ ☺
safe	☺ ☺	☺ ☺ ☺
quiet	✔✔	✔✔✔
interesting	✔✔	✔✔✔✔
ugly	✔✔	✔

Pronunciation: /ə/ ⇨ Workbook page 98

5 Look at the photos of Mexico City and Unalaska. Write your opinions about the cities.

I think that the weather is worse in Unalaska.

1 the weather / bad
2 the air / clean
3 life / exciting
4 the streets / dangerous
5 countryside / beautiful
6 the people / friendly



6 ACTIVATE Compare two cities with a partner using words in exercise 5 and your own ideas.

The weather in London is worse than in Rome.

Life in London is more exciting than in Rome.

Finished?
Compare your town to Mexico City and Unalaska. Write five sentences.
My town is smaller than Mexico City.

SPEAKING ■ Asking for travel information

I can ask for travel information.



Man Hello. Can I help you?
Tina Yes, I want to visit London. How far is it from here?
Man London's about [1]___ minutes from here on the train.
Tina OK. How much is a return ticket?
Man A return ticket is [2]___ pounds.
Tina And is there a bus or coach to London?
Man Yes, there are coaches from the [3]___. They're cheaper than the train. The timetables are here.
Tina Great. Thanks very much.

1 Look at the photo. Where are the people? What information does Tina want?

2 1.28 Listen and complete the dialogue. How far is London? Which is more expensive, the train or the coach?

3 Cover the dialogue and complete these key phrases. Practise the dialogue.

KEY PHRASES ○ Asking for travel information

1 I___ to visit (London).
2 How ___ is it from here?
3 (London's) about (fifty) minutes ___ here.
4 How ___ is a single / return ticket?

Language point: Prepositions: *by* and *on*

4 Translate the phrases. Do you use the same prepositions in your own language?

by bus / coach / car / train / plane
on the bus / coach / train / plane
on foot

More practice ⇨ Workbook page 19

5 Study the examples with *by* and *on* in exercise 4. Ask and answer the questions about how far places 1–8 are from here.

How far is your house from here?

It's about ten minutes on foot.

1 your house
2 Miami
3 the library
4 the city centre
5 the next town
6 the coast
7 France
8 the bus station

6 ACTIVATE Work in pairs. Prepare a new dialogue using the dialogue in exercise 1 as a model. Change the words in blue using information about your area. Practise the new dialogue.

WRITING ■ A description of a town

I can write about a town or city I like.

2

MY CITY: BRIGHTON

1 Brighton is a city in the south of England. It's got a population of about 160,000 and there is a lot of tourism here.

2 I like Brighton because it's a friendly place and it's very pretty. There are some really old buildings and it's got some beautiful parks. For tourists there are a lot of interesting shops and some very good restaurants. My favourite places are the beach and the aquarium.

3 Brighton is 85 kilometres from London. It's about an hour on the train and there are trains and buses from Gatwick airport.



1 Read the model text and answer the questions.

1 Does the writer like Brighton?
2 Which paragraph says how to get to Brighton?
3 Which paragraph describes the writer's favourite places?
4 Which paragraph says how many people live in Brighton?
5 How is Brighton different from your town?

2 Complete the key phrases with the words in the box. Look at the model text and check.

160,000 England friendly 85 London the beach and the aquarium

KEY PHRASES ○ Describing a town/city

1 It's in the north / south / east / west of ___.
2 It's got a population of about ___.
3 It's a ___ place.
4 My favourite places are ___.
5 It's ___ kilometres from ___.

3 Use the key phrases to write sentences about your town.

Language point: Position of adjectives

4 Look at the words in blue in the model text. Then choose the correct words in the rules.

○ RULES

1 The adjectives are **before / after** the nouns.
2 *Really* and *very* are **before / after** the adjectives.

5 Order the words to make sentences.

is / a / very / Paris / city / beautiful
Paris is a very beautiful city.

1 is / big / Manchester / city / a
2 exciting / I / places / like
3 safe / are / streets / very / the
4 quiet / is / library / the / building / very / a
5 really / there / some / interesting / are / shops
6 the / has / town / a / park / got / big

6 **ACTIVATE** Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write about a town or city you like.

B THINK AND PLAN

1 Where is the town / city? How big is it?
2 Is there a lot of tourism?
3 Why do you like the town / city?
4 What are your favourite places?
5 Are there any buses, trains or coaches from other places?

C WRITE

Paragraph 1: Location
... is a town / city in ...
Paragraph 2: Good things
... is a great place. I like it because ...
Paragraph 3: Transport and other places
... is about ... kilometres from ...

D CHECK

- position of adjectives
- position of *very* and *really*
- *there is, there are*

Vocabulary

1 Match the words in the box with the sentences.

library train station shop park sports centre restaurant cinema hospital

1 How much is a return ticket to London?
2 There are some books about art.
3 There's a good film on, on Saturday.
4 This is a good place for basketball.
5 The food here is very expensive.
6 There are lots of doctors and nurses.
7 It's very nice near the lake.
8 These T-shirts are very cheap.

2 Write the opposites. There are two adjectives that you do not need.

dangerous small unfriendly ugly far enormous dirty exciting quiet old

1 pretty ___
2 safe ___
3 noisy ___
4 tiny ___
5 friendly ___
6 modern ___
7 clean ___
8 near ___

Language focus

3 Write affirmative and negative sentences. Use *There's, There isn't, There are* or *There aren't.*

a big hospital ✔
There's a big hospital.
1 some factories ✔
2 any offices ✘
3 one or two cheap shops ✔
4 a sports centre ✘
5 any good restaurants ✘
6 a train station ✔
7 a nice library ✔
8 two cinemas ✔

4 Write questions for the answers in exercise 3. Use *Is there ...?, Are there ...?* and *How many ...?* Then write short answers.

Is there a big hospital? *Yes, there is.*

5 Complete the sentences with comparative adjectives.

1 This town is ___ (big) than my town.
2 The city centre is ___ (safe) in the daytime.
3 The city is ___ (exciting) than my town.
4 The weather is ___ (good) in the south of the country.
5 The people here are ___ (unfriendly) than at home.
6 The modern buildings are ___ (tall) than the old ones.

Communication

6 Complete the dialogue with the phrases in the box.

a lot of return ticket How far expensive about to visit there's on the train

Tom I want [1]___ Manchester.
Lisa Good idea. I think there are [2]___ interesting things to see there.
Tom Yes, [3]___ Old Trafford, the famous football stadium.
Lisa [4]___ is it from here?
Tom It's [5]___ two hours by coach.
Lisa How much is a [6]___?
Tom A return ticket is forty pounds.
Lisa That's very [7]___. Is it cheaper [8]___?
Tom No, it's more expensive.

Listening

7 1.29 **EGZAMIN** Listen to a description of the city of Bath and write *true* or *false.*

1 Bath is in the south-east of England.
2 There are about 84,000 people in Bath.
3 It's got a lot of tall houses.
4 It's got an interesting museum.
5 It's an hour from London on the train.
6 A return ticket on the coach is thirty pounds.

1 Work in pairs. Write five true sentences about places in your town.

There are three schools.
There isn't an art gallery.

2 Read the tip. Then add at least two more words or phrases for each place.

WSKAZÓWKA

Aby ustalić, w jakich miejscach odbywają się rozmowy, staraj się usłyszeć kluczowe słowa i wyrażenia, czyli takie, które wskazują na prawidłową odpowiedź.
W rozmowie o hotelu mogą to być wyrażenia *book a room* i *room service*.

a shop
Can I help you? *get a refund* ___
b bus station
single or return ticket *journey* ___
c café
menu *cup of coffee* ___

3 1.30 Now read the question below. Listen and choose the correct answer (a, b or c) in exercise 2.

Where is the conversation taking place?

4 1.31 **EGZAMIN** Usłyszysz dwukrotnie dwie rozmowy. Z podanych możliwych odpowiedzi wybierz jedną, zgodną z treścią nagrania. Zakreśl literę a, b lub c.

1 Where is the conversation taking place?



2 Where are the speakers?
a In a train station.
b In a school.
c In an art gallery.

5 Read the tip. Then match what the students say (1–3) with the adverts (a–c). Underline the information that connects them.

WSKAZÓWKA

Aby przyporządkować podane informacje do opisanych osób, wyszukuj charakterystyczne szczegóły, które je łączą.

1 I'm interested in drawing and painting. ___
2 I'm into sport and staying healthy. ___
3 I like reading and using computers. ___

a
Come to the
Central Library
and enjoy free internet use.
There are also hundreds of new books and a DVD library.

b
Join one of the new art classes at the *Modern Gallery*.
Excellent tutors.
All abilities welcome.

c
Visit the new gym at the *Fitness Studio*.
Try a keep-fit class or have some dance lessons.

6 **EGZAMIN** Przeczytaj poniższe ogłoszenia (a–d). Każdemu ze zdań (1–3) przyporządkuj odpowiadające mu ogłoszenie. Wpisz właściwe litery obok zdań. Jedno ogłoszenie zostało podane dodatkowo i nie pasuje do żadnego zdania.

1 I love going to the countryside. ___
2 I enjoy going out and trying new food. ___
3 I like exploring historical places. ___

a
Visit St Mary's Church
and learn about this 18th century building.

b
Enjoy excellent Japanese cooking at the **Blue Dragon** restaurant.
The fish is fantastic.
Blue Dragon

c
Come to
The Rialto
every Saturday afternoon.
Half-price tickets for films starting before 4 p.m.
Cheap snacks.

d
Visit
Epsom Forest
for a great day out: walks, picnics and boating on the lake.

7 Work in pairs. Which of the places in the adverts in exercises 5 and 6 would you most like to go to? Why?

More practice ⇨ Workbook page 73

Dom, Podróżowanie i turystyka • **Rozumienie ze słuchu** *Wielokrotny wybór* • **Rozumienie tekstów pisanych** *Dobieranie*

3 Around the world

Start thinking

1 What's the word for *hello* in Japanese?
2 What is the population of London?
3 What is child labour? Where is it a problem?

Aims

Communication: I can ...

- talk about countries, nationalities and languages.
- understand an article about people living in London.
- use the present simple to talk about facts and routines.
- talk about daily routines.
- ask people about their routines and habits.
- talk about things I like and don't like doing.
- write a report about a country.

Exam preparation ⇨ Page 37

Elementy wiedzy o świecie i krajach anglojęzycznych
- **Rozumienie ze słuchu**: *Dobieranie*
- **Znajomość środków językowych**: *Wielokrotny wybór*

English Plus Options



Extra listening and speaking
Talking about timetables
⇨ Page 90



Curriculum extra
Language and literature: Non-verbal language
⇨ Page 98



Culture
The English-speaking world
⇨ Page 106



Project
City profile
⇨ Page 114

VOCABULARY ■ Countries, nationalities and languages

I can talk about countries, nationalities and languages.

1 1.38 Do the *Go global* quiz on page 29. Then listen and check your answers.

2 Look at the quiz and write countries for nationalities 1–12 below.

1 Canadian – Canada

1 Canadian	4 British	7 Spanish	10 Chinese
2 American	5 German	8 Polish	11 Japanese
3 Brazilian	6 French	9 Italian	12 Australian

3 Study the key phrases. Which phrase is very certain?

KEY PHRASES ■ Guessing answers

I think it's I'm not sure. I don't think it's
Maybe / Perhaps it's I'm sure it's

4 1.39 Listen to people from six different countries. Work in pairs. Say what the languages are. Use the key phrases in exercise 3.

German Spanish Italian French English Mandarin

I think it's Mandarin. *I'm not sure. Maybe it's Japanese.*

5 Make more quiz questions. Then ask and answer using the key phrases in exercise 3.

1 What's the capital of ___?
2 What's the official language of ___?
3 What's the currency in ___?
4 What's the word for ___ in ___?
5 How many countries has ___ got borders with?

6 ACTIVATE Write five true and false sentences about countries and languages using the phrases below and your own ideas. Then listen to your partner's sentences. Say if they are true or false using the key phrases in exercise 3.

1 The capital of ___ is ___.
2 The official language of ___ is ___.
3 The currency in ___ is ___.
4 The word for ___ in ___ is ___.
5 ___ has got borders with ___.

The capital of Brazil is Rio de Janeiro.

I'm not sure. False. I don't think it's Rio. *False. I think it's Brasilia.*

Finished?

Think of a person or thing from six countries.

city food / dish celebrity word car product

A city in Canada – Toronto *A Chinese dish – Chop Suey*

Quiz: Go global!



1 Bonjour! In Canada they speak French and which other language?

2 Hi! Where's the home of the President of the USA?

3 Bom dia! We love sports here. What's the national sport of Brazil?

4 Hello! What's the currency in the United Kingdom?

5 Guten Tag! What's the name of the biggest river in Germany, the Rhine or the Rhone?

6 Salut! The population of France is 30 million. True or false?

7 Hola! How many official languages are there in Spain?

8 Dzień dobry! Poland has got borders with three countries. True or false?

9 Ciao! What's the word for 'pizza' in Italian?

10 Ni hao! People in China don't speak Chinese. Is the main language Mandarin or Beijing?

11 Konichiwa! More than 12 million people live in the capital of Japan. What's its name?

12 G'day! Are there more people in Australia or in Italy?

Elementy wiedzy o świecie i krajach anglojęzycznych

READING ■ A cosmopolitan city

I can understand an article about people living in London.

1 What do you know about London?

2 1.40 Read and listen to the text. How many languages are mentioned in the text?

3 **EGZAMIN** Read the text again. Choose the correct answers.

1 There are people in London from ___ in the world.
 a every country **b** 179 countries
 c thirty countries
2 Jacek studies ___ at school.
 a German **b** Mandarin **c** French
3 ___ doesn't speak English fluently.
 a Ania's Mandarin teacher
 b Jacek's French teacher **c** Jacek
4 Ogechi is ___
 a Turkish. **b** Indian. **c** Nigerian.
5 The text is mainly about ___
 a the languages students learn at school.
 b the different shops in London.
 c the languages people speak in London.

4 **BUILD YOUR VOCABULARY** Find the plural forms of these words in the text. Which one is irregular?

1 person
2 country
3 nationality
4 class
5 student
6 word
7 family
8 shop

5 **ABOUT YOU** Ask and answer the questions.

1 Are there people from different countries in your capital city?
2 What languages are popular at your school? Why?
3 What countries do you want to visit? Why?
 Use the ideas below.

music food films scenery places culture sport

Glossary
nation: country
cosmopolitan: including people and things from many different countries and cultures

London: the world in one city

London is a very cosmopolitan city. There are people from nearly every nation, culture and religion in the world. In fact, thirty per cent of London's population of 7.5 million come from outside Britain. That's about two million people from 179 different countries. Jacek and Ogechi are two of those people.



Jacek

My parents are from Poland and we live in London. My sister Ania and I go to a school with students from twenty-five different countries. There are classes here in French, German, Spanish and Mandarin and I do French. My sister studies Mandarin, with Mrs Li Wei. Mrs Wei is a new teacher from Beijing. She doesn't speak English fluently and my sister sometimes helps her with new words.



Ogechi

I live in a part of London where there are families of a lot of different nationalities. In my street, there are Polish and Chinese shops and an Indian restaurant. My family is from Nigeria in West Africa. My best friend Leyla is from a Turkish family, but they don't speak Turkish at home. We often play music at her house. I like Turkish music because it's different from our music.

Elementy wiedzy o świecie i krajach anglojęzycznych • **Rozumienie tekstów pisanych** *Wielokrotny wybór*

LANGUAGE FOCUS ■ Present simple: affirmative and negative

I can use the present simple to talk about facts and routines.

3

1 Complete the table with the words in the box. What words do we use to make the verbs negative?

don't doesn't ~~live~~ helps study play

Affirmative and negative		
I / You	live / don't live	in London.
The teacher / He / She / it	speaks / doesn't speak studies / doesn't [1]___ [2]___ / [3]___ help	English fluently. Mandarin. her teacher.
We / They	speak / [4]___ speak play / don't [5]___	Turkish at home. music.

2 Find other examples of the present simple in the text on page 30. Then choose the correct answers in rules 1–3.

RULES

1 We use the present simple to talk about **facts and routines / things happening now.**
2 We add *-s* to the *he / she / it* forms in **negative / affirmative** sentences.
3 We use *doesn't / don't / isn't / aren't* to make negative sentences.

More practice ⇨ Workbook page 25

3 Check the meaning of the verbs below. Then study the spelling rules and put the verbs in groups 1–3. Which verb doesn't go in any group?

use go have write mix try carry finish listen eat know sleep watch buy come teach do make walk think

SPELLING RULES

1 Most verbs → add *-s* e.g. *use + -s = uses*
2 Verbs ending in *o, x, ss, ch, sh* → add *-es* e.g. *go + -es = goes*
3 Verbs ending in consonant + *-y* → minus *-y* and add *-ies* e.g. *study – y + -ies = studies*

Pronunciation: Third person singular ⇨ Workbook pages 98 and 99.

4 Complete the text with the correct present simple form of the verbs in the box.

not speak do eat watch ~~come~~ not understand make go live



I live in London, but my family *comes* from Italy. We [1]___ English at home because my grandmother [2]___ with us and she [3]___ English. She [4]___ Italian films all day. My grandmother [5]___ the cooking at home and she [6]___ spaghetti every day! When she [7]___ to Italy in the summer, we [8]___ burgers and chips every day!

5 ACTIVATE **Write true and false sentences about yourself. Use affirmative and negative forms of the verbs. Then listen to your partner's sentences. Say if they are true or false.**

I read English comics.
My parents don't eat Japanese food.

like	Italian	cars
watch	French	food
read	Japanese	books / comics
go to	Spanish	films / TV programmes
eat	English	music
	American	classes

I read English comics.

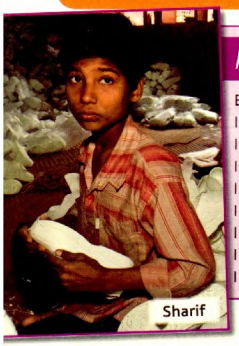
I think that's false. I'm sure you don't read English comics.

Finished?
Write five true sentences about your partner.
He likes American films. He doesn't read books.

Życie rodzinne i towarzyskie

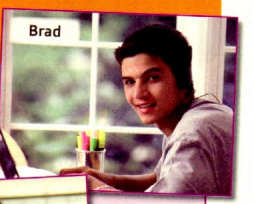
VOCABULARY AND LISTENING ■ Routines

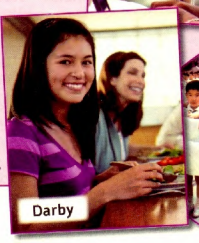
I can talk about daily routines.



My day

Before school we do exercises. We have a break at 10.30.
I have lunch in the classroom at 12 o'clock.
I watch TV before dinner.
I do my homework after dinner.
I go to bed before 9 o'clock.
I get up at 5.30 and then I have breakfast.
I don't go to school. I study at home.
I don't go home. I live where I work.
I have dinner with my family at about 8 o'clock.







1 Check the meaning of the verbs in blue. Put the verbs in the correct order of the day.

get up ...

2 How is your day different from the routines in exercise 1? Make sentences.

STUDY STRATEGY ○ Predicting

3 1.41 Look at the information. Which sentences in exercise 1 do you think are about Sharif? Listen to a radio programme about child labour and check your answers.

Sharif's day

Approximately 158 million children aged from 5 to 14 work and they don't go to school. Today's programme looks at the problem of child labour and the story of Sharif.

Language point: Adverbs of frequency

4 1.41 Listen again and complete the text.

In many parts of the world children work in difficult conditions. They are sometimes only five or six years old. Sharif lives in Bangladesh. He is [1]___ years old and he works in a shoe [2]___. He usually works [3]___ days a week. He always gets up at [4]___ because he starts work at 6.00 in the morning. He often has a lunch break for [5]___ minutes and he always eats in the street. He is always very tired at the end of the day. He never goes home in the evening. He usually [6]___ in the factory. His parents live in a different town.

5 Complete the chart with the words in blue in exercise 4. Then choose the correct words in the rules.

0%				100%
never	1___	2___	3___	4___

○ RULES

Adverbs of frequency come ...
1 **before / after** the verb *be*.
2 **before / after** other verbs.

More practice ⇨ Workbook page 27

6 Rewrite the sentences so they are true for you. Use adverbs of frequency.

My friends and I do our homework on the bus.
My friends and I never do our homework on the bus.

1 My friend has dinner at eight o'clock.
2 I watch TV after dinner.
3 I'm late for school.
4 We start school at nine o'clock.
5 I get up at six o'clock.
6 We have breakfast at school.
7 I go to bed after midnight.
8 We finish school at four o'clock.

7 ACTIVATE Work in pairs. Compare your sentences in exercise 6.

My friend sometimes has dinner at eight o'clock.
My friend never has dinner at eight o'clock.

Życie rodzinne i towarzyskie

LANGUAGE FOCUS ■ Present simple: questions

I can ask people about their routines and habits.

3

1 Study the questions below. What verb do we use to make questions? Complete the table with *do, does, don't* or *doesn't*.

Does Sharif go to school? Do you work in a factory?

Questions			
Do	I / you	get up	early?
[1] ___	he / she / it	go	to school?
[2] ___	we / they	watch	TV?
When does	he / she / it	have	lunch?
Where [3] ___	you / they	live?	

Short answers	
Yes, I / you do.	No, I / you don't.
Yes, he / she / it [4] ___.	No, he / she / it [5] ___.
Yes, we / they [6] ___.	No, we / they [7] ___.

More practice ⇨ Workbook page 27

2 Write questions and short answers. Then ask and answer with a partner.

you / get up at 5.30

Do you get up at 5.30? — *No, I don't.*

1 your parents / play tennis
2 your mother / speak French
3 you / watch TV every evening
4 this book / teach vocabulary
5 your father / work in a factory
6 you and your friends / go to school on Saturdays
7 you and your family / live in a modern building
8 your friend / come to your home after school

3 EGZAMIN Complete the questions. Then match questions 1–7 with answers a–h.

What time *do you get up* (you / get up) on Sunday? *d*

1 Where ___ (you and your family / go) in the summer?
2 Where ___ (your best friend / live)?
3 When ___ (you / do) sport?
4 How ___ (you / travel) to school?
5 What films ___ (your friends / like)?
6 How often ___ (you / watch) TV?
7 What ___ (you / do) in the evening?

a I walk.
b Science fiction.
c I watch it every evening.
d At half past nine.
e I watch TV and read.
f I do it at the weekend.
g In London.
h We go to Spain.

4 Work in pairs. Ask and answer the questions in exercise 3. Give true answers.

What time do you get up on Sunday? — *I get up at eleven o'clock.*

5 Write eight questions to find out about people's routines and habits. Use the words below and your own ideas.

What do you do on your birthday?
How often do you have lunch at school?

What	visit	in the summer
Who	go	at the weekend
When	have	lunch
Where	do	in the evening
How often	watch	TV programmes
How	get up	late
What time	read	on your birthday
	like	after school

6 ACTIVATE Find out about people's routines and habits. Work in groups and ask and answer your questions in exercise 5.

What TV programmes do you like? — *I like sports programmes.*

Where do you go in the summer? — *I go to Italy with my family.*

Finished?
Imagine you can interview your favourite celebrity. Write six questions for your interview. Make up their answers.
Where do you go on holiday in the winter?
I go skiing in St Moritz.

SPEAKING ■ Talking about likes and dislikes

I can talk about things I like and don't like doing.



Tina Hey, is that your trumpet?
Laura Yes, I've got band practice now.
Tina Wow! [1]___
Laura It's great. I really enjoy playing Brazilian music, especially the samba.
Tina I love dancing the samba. [2]___
Jake I don't mind listening to music, but I hate dancing. I prefer sport.
Tina What's your favourite sport?
Jake Football. I'm an Arsenal fan.
Laura [3]___
Jake Yes, and I like playing it. What do you like doing, Tina?
Tina [4]___ I'm in a pop group at home.
Laura Fantastic! We need a singer in our group.

1 Look at the photo. What musical instrument has Laura got? What is the samba?

2 1.42 **EGZAMIN** Complete the dialogue with a–d. Then listen and check.

a I enjoy singing.
b Jake likes watching football on TV!
c Do you like playing the trumpet?
d What about you, Jake?

3 Complete the key phrases from the dialogue. Then practise the dialogue.

KEY PHRASES ○ Likes and dislikes

1 I really enjoy ___.
2 I hate ___.
3 (Jake) likes ___!
4 What do you like doing?
5 Do you like ___?
6 ___ about you, Jake?
7 I don't mind ___.

4 Ask and answer questions with a partner using the activities in the box and the key phrases in exercise 3.

get up early / late
watch TV / DVDs
play tennis / football
listen to classical / pop music
eat chocolate / pizza
read comics / books
sing / dance

Do you like getting up early? — *No, I don't.*
What do you like doing? — *I really enjoy playing tennis.*

5 1.43 Listen and complete the dialogue.

Girl What do you like doing in the evenings?
Boy I love [1]___. What about you?
Girl I really enjoy [2]___.
Boy I don't. I hate reading comics.
Girl Do you enjoy [3]___?
Boy No, but I love listening to pop music.
Girl What do you like doing at the weekend?
Boy I really like [4]___.
Girl Oh, I don't. I love playing football.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue about likes and dislikes using the dialogue in exercise 5 as a model. Change the words in blue and the answers from the listening. Use the activities in exercise 4 or your own ideas. Practise the new dialogue.

WRITING ■ Country and language report

I can write a report about a country.

3

1 Read the model text and match the paragraphs 1–3 with these topics.

Languages Population Where it is

2 Answer the questions.

1 What nationality and languages are in the report?
2 What is the population of Canada?
3 What languages do people study in Canadian schools?
4 What is the capital city?
5 Which other parts of the world do a lot of people in Canada come from?

3 Look at the model text and complete the key phrases. Then write similar sentences for your country.

KEY PHRASES ○ Country fact file

1 It's ___ the (USA) in the (south).
2 The ___ is to the ___ of (Canada).
3 Most (Canadians) ___ (English).
4 (French) is the ___ language in ___.
5 A lot of ___ from other countries live ___.
6 In particular, there are ___ people from ___.

Language point: Punctuation

4 Read the rules and look at the example sentences. Then find more examples in the model text.

○ RULES

1 We use capital letters at the beginning of a sentence, with names, countries, nationalities and languages.
Canada is a large country in North America.
2 We use commas in lists and for pauses.
... but people also study Spanish, German and Mandarin.
3 We use a full stop at the end of a sentence.
... a lot of people from other countries live and work there.

5 **ACTIVATE** Follow the steps in the writing guide.

Country and language report: Canada



1 Canada is a large country in North America. It's got a border with the United States in the south. The Atlantic Ocean is to the east of Canada and the Pacific Ocean is to the west. The capital of Canada is Ottawa and the currency is the Canadian dollar.

2 The official languages of Canada are English and French. Most Canadians speak English, but French is the main language in the Quebec area. All students study English and French in schools, but people also study Spanish, German and Mandarin.

3 The population of Canada is about 34 million and a lot of people from other countries live and work there. In big cities, like Vancouver and Toronto, over thirty per cent of the population come from outside Canada. In particular, there are a lot of people from Europe, Asia and the USA, but there are also people from Africa and South America.

○ WRITING GUIDE

A TASK

Write a *Country and language report* about your country.

B THINK AND PLAN

1 Where is your country?
2 What other countries has it got borders with?
3 What is the capital city and the currency?
4 What are the official languages and where do people speak them?
5 What languages do people study at school?
6 What is the population of your country?
7 Do many people of other nationalities live in your country? Where are they from?

C WRITE

Paragraph 1: The country
... is a (large) country in ...
Paragraph 2: Languages
The official language(s) of ...
Paragraph 3: People from other countries
The population of ...

D CHECK

• punctuation • key phrases • paragraphs

Vocabulary

1 **Complete the sentences with the correct form of the words in the box.**

country language nationality person city class population

1 There are about 500 million ___ in the European Union.
2 Seattle and Los Angeles are ___ in the west of the USA.
3 There are 27 ___ in the European Union.
4 There are people of 179 different ___ living in London.
5 In Canada, there are two official ___.
6 There are ___ in French and Spanish in my school.
7 The ___ of London is more than 7.5 million.

2 **Match the verbs in the box with words 1–8.**

watch ~~have~~ do go start work speak cook

1 ~~have~~ lunch
2 ___ Spanish
3 ___ TV
4 ___ to bed
5 ___ in a factory
6 ___ dinner
7 ___ school
8 ___ my homework

Language focus

3 **Complete the sentences with the affirmative or negative forms of the verbs in exercise 2.**

1 Colette ___ DVDs after dinner. ✘
2 I ___ to bed at about eleven o'clock every night. ✔
3 We ___ lunch at school. ✘
4 Billy ___ his homework before dinner. ✔
5 My parents ___ Polish fluently. ✔
6 My brother ___ in an office. ✘
7 Jim and I ___ school at nine o'clock. ✔
8 Dad ___ dinner at the weekend. ✘

4 **Write questions and answers about the sentences in exercise 3.**

Does Colette watch DVDs after dinner?

No, she doesn't.

5 **Write questions for these answers with the words in brackets.**

I have Spanish classes twice a week. (How often)
How often do you have Spanish classes?
1 Tania lives in London. (Where)
2 Tom and Jim have lunch at 12.30. (What time)
3 I usually get up at 7 a.m. (When)
4 I sit next to Sarah in class. (Who)
5 I read comics. (What)
6 I practise dancing three times a week. (How often)

Communication

6 **Complete the mini-dialogues with the words in the box.**

do enjoy mind doing

Boy What do you like [1]___ after school?
Girl I really [2]___ playing video games.
Boy [3]___ you like reading?
Girl I don't [4]___ reading comics, but I hate books.

singing enjoy loves about

Girl Do you [5]___ playing in the group?
Boy Yes, I do. I don't like [6]___ .
Girl What [7]___ Julia?
Boy Oh, she [8]___ dancing.

Listening

7 1.44 **Listen and complete the text.**

There are 600 [1]___ in Marc's school and they are from about [2]___ different countries. There are classes in French, Spanish and [3]___ at the school. Marc's parents come from [4]___ and they often go to Paris at the weekend. Marc and his sister study [5]___ because they speak French fluently. Marc [6]___ meets his friends after school and they often play [7]___ in the park. In the evening, he always [8]___ football on TV.

1 Work in pairs. Do the quiz.

1. German, French and Luxembourgish are the official languages of Luxembourg: **true** or **false**?
2. What's the capital of Australia: **Sydney** or **Canberra**?
3. The Oder flows through Szczecin: **true** or **false**?

2 Read the tip. Then read exercise 3. What topics do you think you will hear about when you listen? Write at least three more topics.

WSKAZÓWKA

Przed wysłuchaniem nagrania przeczytaj dokładnie polecenie i pytania. Postaraj się przewidzieć tematy, które mogą być poruszone, oraz słownictwo, które może być użyte w rozmowie.

geographical locations, types of food, _____

3 1.45 Listen to two teenagers talking about their countries. Match the summary sentences (a, b or c) with speakers 1 and 2. There is one extra sentence that does not match either of the speakers.

a I like travelling around my country. ___
b I prefer my country's traditional food. ___
c I enjoy living with people from other cultures. ___

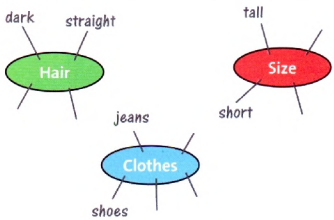
4 1.46 **EGZAMIN** Usłyszysz dwukrotnie czworo nastolatków wypowiadających się na temat Unii Europejskiej. Na podstawie informacji zawartych w nagraniu przyporządkuj każdej wypowiedzi odpowiadające jej zdanie (a–e). Wpisz właściwe cyfry (1–4) obok zdań. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

a We get visitors from other countries. ___
b We can go to another European country to learn a language. ___
c We learn about other European countries at school. ___
d We can work in another European country. ___
e Our city has a lot of old buildings. ___

5 Read the tip. Work in pairs. Add as many more words to the mind map as you can. Share ideas. Use a dictionary.

WSKAZÓWKA

W zadaniach zawierających fotografię skoncentruj się na wyglądzie osób lub miejsc. Upewnij się, że znasz słownictwo z tego zakresu tematycznego.



6 **EGZAMIN** Przeczytaj opis fotografii. Uzupełnij każdą lukę (1–3) jedną z podanych odpowiedzi, tak aby otrzymać poprawny i logiczny tekst, zgodny z fotografią. Zakreśl literę a, b lub c.



The photo shows some people at an airport. The girl at the front has got jeans, a white [1]___ and a blue top. She's got long, [2]___ hair. There are some [3]___ on the walls behind her.

1 a jacket b jumper c T-shirt
2 a fair b dark c black
3 a pictures b paintings c signs

7 Look at the photo again. Write a description of two of the other people you can see.

More practice ⇨ Workbook page 74

4 The wild side

Start thinking

1 What do polar bears eat?
2 Do sharks usually attack humans?
3 What type of animal is on the 'red list'?

Aims

Communication: I can ...

- describe animals.
- understand an article about animals in danger.
- talk about things happening now.
- understand an interview about animal behaviour.
- ask people about their routines and what they are doing now.
- talk about what I'm doing now.
- write an article about an animal.

Exam preparation Page 47

Świat przyrody
- **Rozumienie ze słuchu:** *Wielokrotny wybór*
- **Rozumienie tekstów pisanych:** *Wielokrotny wybór*

English Plus Options



Extra listening and speaking
Talking about future arrangements
Page 91



Curriculum extra
Natural science: Animals
Page 99



Culture
National parks
Page 107



Cumulative review
Starter–Unit 4
Page 115

VOCABULARY ■ Animals

I can describe animals.

1 Match the animals in the box with photos 1–16 in the *Eye to Eye* quiz on page 39. Which photo is not an eye?

snake frog elephant bear parrot owl human shark crocodile whale spider seal butterfly falcon chameleon fly

2 Look at the key phrases. Which phrases do we use for things we see and which for things we hear? Which can be used for both?

KEY PHRASES ○ Speculating about things you see and hear

It looks like a / an
It sounds like a / an
Maybe it's a / an
It doesn't look like a / an
It doesn't sound like a / an
I'm sure it's a / an

3 2.02 Compare your answers to exercise 1 using the key phrases. Then listen and check.

4 2.03 Listen and identify the animals. Use the key phrases in exercise 2.

It sounds like a ... *Yes, maybe it's a ...*

5 Check the meaning of the words in blue. Then choose an animal in exercise 1 and answer questions 1–8.

1 Does it live in this country?
2 Does it attack humans?
3 Does it eat meat?
4 Does it swim?
5 Does it fly?
6 Has it got more than four legs?
7 Does it climb trees?
8 Does it hunt fish?

6 ACTIVATE Work in pairs. Each think of an animal. Then ask questions to guess your partner's animal. Use the questions in exercise 5 and your own ideas.

Does it swim? *No, it doesn't.*
Does it hunt small animals? *Yes, it does.*

○ *Finished?*
Look at the animals in exercise 1. Which animals are: birds, insects, mammals, fish, reptiles? Make a mind map. Which two animals don't go in any of the categories?

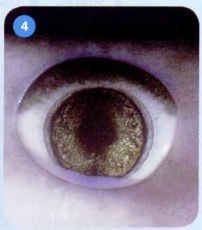
Eye to Eye

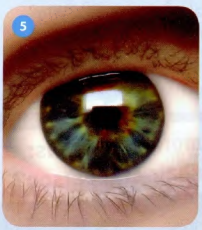
How many animals can you identify?
Which photo is not an eye?





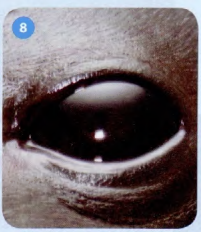




























READING ● The red list

I can understand an article about animals in danger.

1 2.04 **Read the title of the article and the question. What do you think the answer is? Why? Read and listen to the text and check your answer.**

2 EGZAMIN Read the text again. Choose the correct answers.

1 Crocodiles are more dangerous than ___
 a sharks. b chairs. c people.
2 Sharks attack ___ people every year.
 a 100 b 7 or 8 c 3 or 4
3 People kill animals ___
 a just for food.
 b mainly for fur or fun.
 c for meat, fun and fur.
4 The 'red list' is a list of ___
 a red animals.
 b dangerous animals.
 c animals becoming extinct.
5 The writer wants readers to ___
 a change their actions.
 b save tigers and elephants.
 c stop eating meat.

3 BUILD YOUR VOCABULARY Look at the words in blue in the text. Which two words are verbs? Use the words to complete the sentences.

1 Sharks don't often ___ humans.
2 There are ___ 6,000 wild tigers in the world.
3 Some people are trying to ___ the tigers.
4 There are more ___ with cars than with animals.
5 Human ___ are changing the climate.
6 There is a lot of ___ in big cities.

4 ABOUT YOU Answer the questions. Then compare your answers with a partner.

1 Which animals do you like / dislike? Why?
2 Which animals are endangered in your country? Why?
3 What are people doing to save these animals?
4 Do people hunt animals in your country? Why?
5 Is pollution a problem where you live? Why?

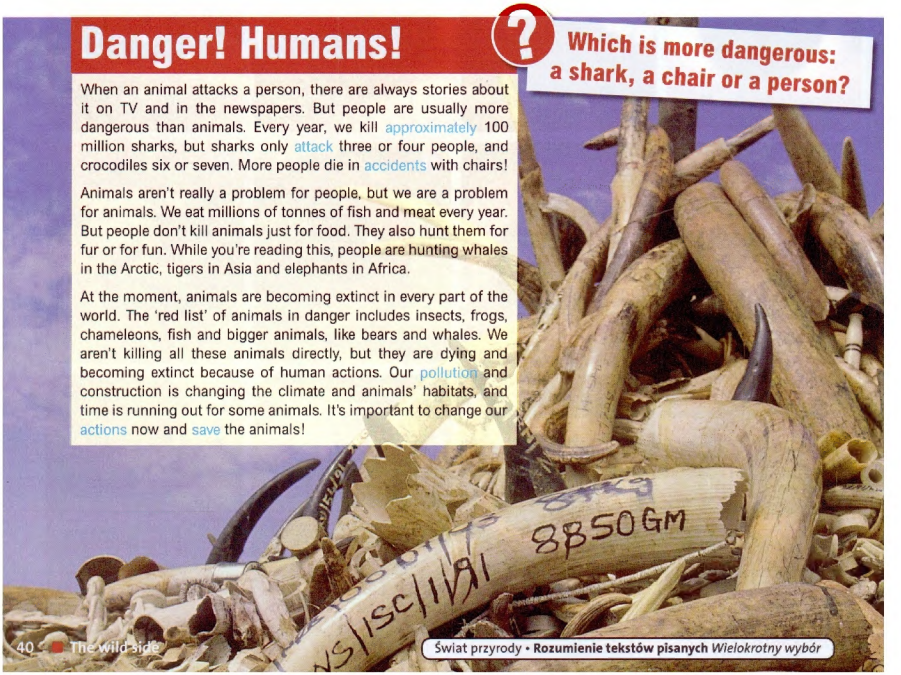
Danger! Humans!

? Which is more dangerous: a shark, a chair or a person?

When an animal attacks a person, there are always stories about it on TV and in the newspapers. But people are usually more dangerous than animals. Every year, we kill approximately 100 million sharks, but sharks only attack three or four people, and crocodiles six or seven. More people die in accidents with chairs!

Animals aren't really a problem for people, but we are a problem for animals. We eat millions of tonnes of fish and meat every year. But people don't kill animals just for food. They also hunt them for fur or for fun. While you're reading this, people are hunting whales in the Arctic, tigers in Asia and elephants in Africa.

At the moment, animals are becoming extinct in every part of the world. The 'red list' of animals in danger includes insects, frogs, chameleons, fish and bigger animals, like bears and whales. We aren't killing all these animals directly, but they are dying and becoming extinct because of human actions. Our pollution and construction is changing the climate and animals' habitats, and time is running out for some animals. It's important to change our actions now and save the animals!



Świat przyrody • **Rozumienie tekstów pisanych** *Wielokrotny wybór*

LANGUAGE FOCUS ■ Present continuous: affirmative and negative

I can talk about things happening now.

4

1 Look at the sentences in the table. What verb do we use to form the present continuous? Complete the table. When do we use the present continuous?

Affirmative and negative		
I	'm / 'm not	reading.
He / She /It	is / isn't [1]___ / isn't	changing. disappearing.
you we They	're / aren't 're / [2]___ [3]___ / aren't	reading. killing. hunting.

2 Find the present continuous form of verbs 1–6 in the text on page 40. Then read the spelling rules and match the verbs to spelling rules 1–3. Which verb doesn't match any rule?

1 become 3 hunt 5 run
2 die 4 change 6 read

SPELLING RULES

1 Most verbs → +-*ing*:
meet – meeting; play – playing
2 Verbs ending in *e* → remove *e* + -*ing*:
have – having; write – writing
3 Verbs ending in a vowel + consonant → double final consonant + -*ing*:
swim – swimming; stop – stopping

More practice ⇨ Workbook page 33

3 2.05 Listen to the sounds. Match the things in A with the actions in B. Then write sentences describing the sounds using the present continuous.

1 Two dogs are running in the park.

A	B
1 Two dogs	(attack) a mosquito.
2 A parrot	(make) a cake.
3 A man	(practise) the piano.
4 A whale	(speak) English.
5 Children	(sing) to its partner.
6 A girl	(have) a meal.
7 A lion	(run) in the park.

Pronunciation: -*ing* ⇨ Workbook page 99

4 Work in pairs. Read the prompts and look at the picture. Make affirmative and negative sentences using the present continuous.

child / sit / river (stand)

A child isn't sitting by the river.
She is standing by the river.

1 child / feed / bears (ducks)
2 falcon / sleep (hunt)
3 two people / watch / chameleon (falcon)
4 three people / swim (run)



5 Write sentences about what is happening now.

I / think about the weekend
I'm not thinking about the weekend.
1 my parents / work
2 the teacher / write on the board
3 I / sit next to a girl
4 we / work hard
5 I / wear jeans
6 the student by the door / listen

6 ACTIVATE Think of a person in your class and write one affirmative and one negative sentence using the present continuous about him / her. Swap your sentences with your partner and guess their person.

He's wearing a green T-shirt. He isn't listening to the teacher.

Is it Tom? *Yes, it is.*

Finished?
Imagine a perfect day in a perfect place with your family or friends. Write sentences describing where you are and what is happening.
I'm walking in the mountains with my friends. We're ...

VOCABULARY AND LISTENING ● Verbs: animal behaviour

I can understand an interview about animal behaviour.

1 **Check the meaning of the verbs in bold. Then look at photos 1–6 and choose the correct verbs.**

1 The blackbird is **feeding** / **eating** its chicks.
2 The beaver is **digging** / **building** a dam.
3 The chameleon is **catching** / **helping** an insect with its tongue.
4 The fish is **fighting** / **protecting** the other fish.
5 The bear is **hunting** / **hiding** the salmon.
6 A falcon is **playing with** / **chasing** a group of smaller birds.

2 **Complete the sentences with names of animals. Compare your answers with a partner.**

Owls hunt at night. They eat small animals.

1 ___ hide in trees. They haven't got legs.
2 ___ catch fish. They sleep in the winter.
3 ___ don't feed their young. They can change colour when they want to hide.
4 ___ hunt smaller fish. They sometimes attack humans.
5 ___ build houses. They catch animals and put them in zoos.
6 ___ protect their babies from sharks. They sing to each other.

3 2.06 **Listen to an interview with Mike. Which of the photos does Mike speak about?**

4 2.06 **Try to complete the text. Then listen again and check your answers.**

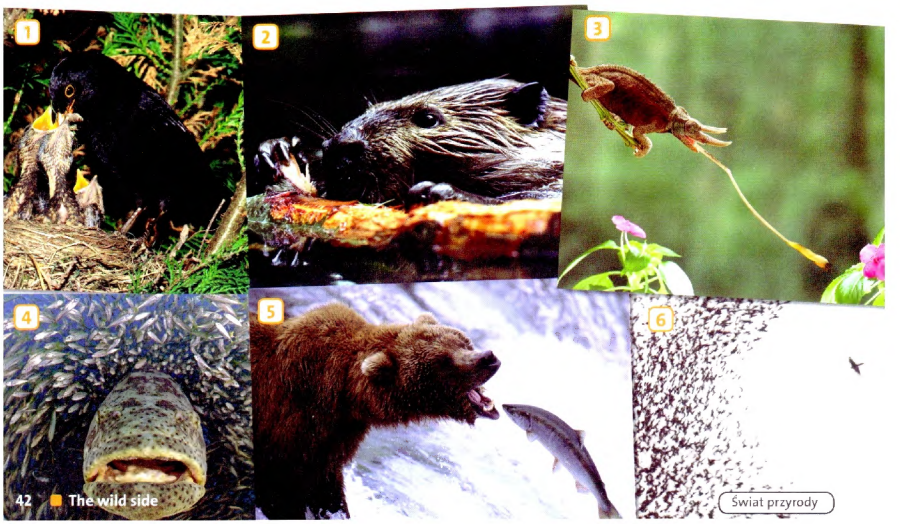
Blackbirds feed their chicks every day for [1]___ weeks. In the second photo, the chameleon is catching a [2]___. The chameleon sometimes catches insects from a distance of [3]___ centimetres! The big fish is a goliath grouper and it is [4]___ metres long. It isn't attacking the small [5]___, it is protecting them. In the last photo, a falcon is hunting small birds. It's a very fast bird and it sometimes [6]___ at 390 kilometres an hour.

5 **Choose an animal you know and answer the questions.**

1 How big is the animal? (enormous, quite / not very big, quite / not very small, tiny)
2 Where does it live? (in trees, the sea, rivers, your house, holes, other)
3 What does it eat? (meat, other animals, grass, fruit, other)
4 How does it move? (swim, walk, run, fly)

6 **ACTIVATE** **Interview your partner about their animal. Use your answers in exercise 5.**

How big is your animal? — *It isn't very big.*



LANGUAGE FOCUS ■ Present continuous: questions

I can ask people about their routines and what they are doing now.

4

Present continuous: questions

1 Study the sentences in the table. Reorder the words to make questions in the present continuous.

Question word	be	Subject	Verb + *-ing*
–	Are	you	sleeping?
–	Is	the bear	hunting?
What	are	the rabbits	digging?

Short answers	
Yes, I am.	No, I'm not.
Yes, you / we / they are.	No, you / we / they aren't.
Yes, he / she / it is.	No, he / she / it isn't.

1 the rabbit / hiding / is / why
2 the small birds / attacking / are / the falcon
3 hunting / where / the bear / is
4 is / how / changing / the climate
5 watching / is / the birds / who
6 eating / what / the sharks / are

More practice ⇨ Workbook page 35

2 Write questions for the answers.

Ron *What are you watching?* (what / you / watch)
Emi I'm watching those seals. Look!
Ron [1] ___? (where / those seals / swim to)
Emi They're swimming to the beach.
Ron [2] ___? (why / do / that)
Emi Because there are sharks near.
Ron [3] ___? (what / that seal / do)
Emi She's protecting her baby.
Ron [4] ___? (who / watch / the seals / in that small boat)
Emi They're scientists.
Ron [5] ___? (why / watch / the seals)
Emi Because they're counting them.
Ron [6] ___? (where / that scientist / go)
Emi I don't know. Be quiet!

3 Ask and answer questions about the information in exercise 2.

Where / Ron and Emi / stand

Where are Ron and Emi standing? — *On a boat.*

1 what / Emi / watch
2 the seals / sit / on the rocks
3 why / the seals / swim / to the beach
4 the seal / attack / the shark
5 who / count / the seals
6 the scientist / go

Present continuous and present simple

4 Complete the table with sentences 1–6. Which time expressions in bold do we use with: (a) the present continuous, (b) the present simple?

1 She studies **every day**.
2 She's studying **today**.
3 I **always** walk to school.
4 I'm walking **at the moment**.
5 We don't **usually** eat meat.
6 We aren't eating meat **now**.

Present simple Routine or repeated action	Present continuous Action happening now
She studies every day.	*She's studying today.*

More practice ⇨ Workbook page 35

5 Complete the sentences. Use the present simple and present continuous forms of the verbs.

He usually ***goes to school*** (go to school) by car, but today ***he's walking*** (walk).

1 I ___ (listen) to rap music at the moment. I ___ (prefer) heavy metal.
2 They ___ (not usually go) to the cinema. They ___ (watch) a DVD at the moment.
3 They ___ (go) to bed late every day. They ___ (sleep) now.
4 He ___ (always play) football after school, but he ___ (play) tennis today.
5 She ___ (have) dinner now. She ___ (like) fish.

6 ACTIVATE **Write six questions to ask your partner about *now* and *at home*. Use the present simple and present continuous forms of the verbs in the box. Then ask and answer questions with your partner.**

listen to wear study read ~~wear~~
talk about practise write watch

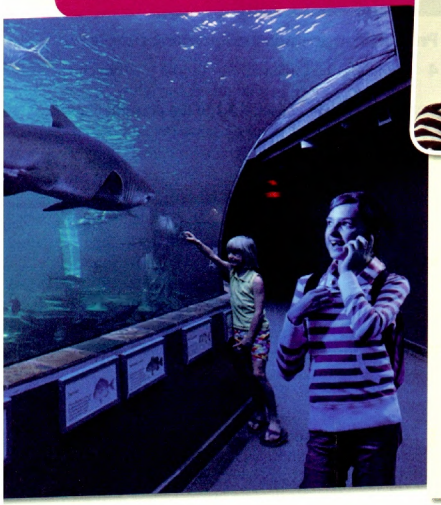
What do you wear at home? — *I wear ...*

What are you wearing now? — *I'm wearing ...*

Finished?
Write sentences with the time expressions in exercise 5. Use the present simple and the present continuous.
I play the guitar every day. I'm thinking about ...

SPEAKING ● Phoning a friend

I can talk about what I'm doing now.





Tina	Hello.
Jake	Hey, Tina. It's Jake.
Tina	Hi, there. How are you?
Jake	Fine, thanks. What are you doing at the moment?
Tina	I'm sightseeing! I'm at the Brighton aquarium with Laura.
Jake	Really? What are you looking at?
Tina	Oh, there are some sharks here. They're really cool.
Jake	Are you having a good time?
Tina	Yeah, it's really interesting. We can meet later if you want.
Jake	OK, great! Give me a call.
Tina	Sure. Bye for now.

1 Look at the photo. Where's Tina?

2 2.07 Listen to the dialogue and check your answer in exercise 1. What is Tina doing?

3 2.07 Match the key phrases with the responses in blue in the dialogue. Then listen again and practise the dialogue.

KEY PHRASES ○ Talking on the phone

1 Are you having a good time?
2 Give me a call.
3 It's (Jake).
4 We can meet later if you want.
5 What are you doing at the moment?
6 How are you?

STUDY STRATEGY ○ Improving pronunciation

4 2.08 Listen and repeat. Practise linking the words.

1 How_are you?
2 What_are you doing?
3 There_are some sharks.
4 Are you having_a good time?
5 It's really_interesting.

5 2.09 **EGZAMIN** Complete the mini-dialogue with the key phrases. Listen and check. Then practise the mini-dialogue.

Sal	Hello.
Ben	Hi, Sal. [1]___ Ben.
Sal	Hi, there! [2]___ at the moment?
Ben	I'm at the skateboard park with Tom. We're practising.
Sal	Really? [3]___ a good time?
Ben	Yeah. It's fun. We can meet later [4]___.
Sal	OK. [5]___ a call.
Ben	Sure. Bye for now.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 5 as a model. Change the words in blue. Use ideas from the box or your own ideas. Practise the new dialogue.

city centre / shopping
library / studying
park / playing football
sports centre / playing tennis
lake / swimming

Red list animals: The orca

1 The animals in this photo are orcas or 'killer whales'. In fact, an orca is not a whale, but a type of dolphin. Here they're swimming in a group near the shore. Maybe they're hunting for seals.

2 Orcas live in all of the world's oceans. They hunt and play in groups. They are aggressive and they usually eat fish, squid, seals and turtles. Females have one baby, called a calf, every two or three years.

3 Orcas are on the 'red list' because they are in danger of becoming extinct. Some orcas are in danger because there is pollution in the sea. They also die in fishing nets. I think that it is important to protect these animals.



1 Read the model text and answer the questions.

1 Which paragraph describes the life and habitat of the orca? Which describes a problem?
2 Do orcas live in groups?
3 What do orcas eat?
4 How often do females have calves?
5 Why are they becoming extinct?

Language point: *because*

2 Match sentences 1–6 with a–f. Combine the sentences using ***because***.

1 Orcas are in danger.
2 They're hunting.
3 I don't swim.
4 She's having a good time.
5 He's running.
6 They're hiding.

a I don't like the water.
b He's late.
c There is pollution in the sea.
d They're scared.
e They're hungry.
f She's at the aquarium.

3 Match the key phrases a–e with paragraphs 1–3 in exercise 1.

KEY PHRASES ○ Describing wildlife

a Females have (one baby), called a (calf), every
b (Orcas) live in
c Here they are
d (Orcas) are on the red list because
e The animals in this photo are

4 **ACTIVATE** Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Look at the photo below and write an article about polar bears.

B THINK AND PLAN

Read the notes below about polar bears and match a–e in exercise 3 with paragraph titles 1–3.

Paragraph 1: Introduction: *e*
Paragraph 2: Life and habitat:
Paragraph 3: Problems:

C WRITE

Write your article and follow your paragraph plan. Use the model text and the key phrases.

D CHECK

• the use of *because*

Notes: The polar bear

a females: two babies / cubs / every four or five years
b red list: climate / change → ice / melt; pollution; hunting → fur
c habitat: the Arctic / on ice
d food: seals and fish
e this photo: polar bears / on ice; hunt / seals
f photo: a female with two cubs
g behaviour: aggressive; hunt seals; can swim



Vocabulary

1 **Choose the correct words.**

1 Humans **kill** / **die** seals for their fur.
2 Crocodiles **feed** / **eat** meat.
3 Falcons **build** / **hide** in trees.
4 Rabbits **climb** / **dig** holes in the ground.
5 Female elephants **attack** / **protect** their babies.
6 Bears **catch** / **fight** fish in rivers.
7 Whales don't **fly** / **swim**.
8 Some snakes can **climb** / **chase** trees.

2 **Complete the text with the words in the box.**

habitat live swim climate extinct pollution hunt

Polar bears are becoming [1]___. Why? Human [2]___ is changing the [3]___. Polar bears [4]___ on the ice in the Arctic. But the ice is melting and their [5]___ is getting smaller. Every year it gets more difficult for the bears to [6]___ seals. Polar bears can [7]___ but they can't live in the sea!

Language focus

3 **Write sentences using the correct form of the present continuous.**

1 he / catch fish for dinner
2 we / study the climate
3 those crocodiles / not sleep
4 I / watch a TV programme about polar bears
5 they / not do their homework
6 she / write a book about whales
7 you / not listen to me

4 **Write questions and short answers. Use the present continuous.**

you / write an email ✔
Are you writing an email? Yes, I am.
1 the climate / change ✔
2 tigers / become extinct ✔
3 you / talk to Billy ✘
4 that female bear / protect her baby ✔
5 we / learn new vocabulary ✔
6 your friends / run in the park now ✘
7 Jack / look for his book ✘

5 **Complete the sentences with the present continuous or the present simple.**

1 a We ___ (watch) TV every day.
b We ___ (watch) a good documentary now.
2 a I ___ (swim) in the sea every year.
b Oh no! That shark ___ (swim) towards us.
3 a He ___ (eat) in a restaurant at the moment.
b He usually ___ (eat) at home.
4 a Humans sometimes ___ (hunt) animals for sport.
b Look! Those men ___ (hunt) baby seals.

Communication

6 **EGZAMIN** **Complete the dialogue with the phrases in the box.**

It sounds like I'm reading every day It looks like a good time Maybe it's What are you doing

Paul [1]___ at the moment?
Anna [2]___ an email from Emma. She's in Australia.
Paul Is she having [3]___?
Anna Yes, she says it's fantastic. She goes swimming [4]___.
Paul Listen! What's that?
Anna [5]___ a mosquito.
Paul Well, it isn't a mosquito.
Anna Look. It's yellow and black. [6]___ a wasp.
Paul I'm not sure it is.
Anna [7]___ a bee.
Paul That's OK, then.

Listening

7 2.10 **Listen to a conversation and choose the correct words.**

1 Harry is with **Lily** / **Mark**.
2 They are at **the park** / **a café**.
3 There's a **film** / **music** festival there.
4 He's having a **terrible** / **fantastic** time.
5 The weather is very **cold** / **hot**.
6 They can meet at **four** / **five** o'clock.

1 Work in pairs. Which of these animals would you like to have as a pet? Which of them would you not like to have? Why?

snake parrot spider chameleon
fish dog cat crocodile rabbit

2 Read the tip. Then read the questions. Which questions ask for specific information?

WSKAZÓWKA

Niektóre pytania do nagrania dotyczą głównej myśli tekstu. Aby na nie prawidłowo odpowiedzieć, należy wysłuchać całej rozmowy lub wypowiedzi. Niektóre pytania dotyczą jednak informacji szczegółowych. Przed wysłuchaniem nagrania przeczytaj wszystkie pytania i zastanów się, które z nich dotyczą głównej myśli tekstu, a które – informacji szczegółowych.

1 What do snakes eat?
2 What is the man talking about?
3 How long do snakes live?

3 2.11 Now listen and answer the questions in exercise 2.

4 2.12 **EGZAMIN** Usłyszysz dwukrotnie wiadomość nagraną na automatycznej sekretarce. Z podanych możliwych odpowiedzi wybierz jedną, zgodną z treścią nagrania. Zakreśl literę a, b lub c.

1 Mum's message asks Ben to
a make the dinner.
b feed the pet.
c bring her home.

2 Why is she late?



3 The dog usually eats its food
a from the small bowl.
b in the garage.
c with a biscuit.

Świat przyrody • **Rozumienie ze słuchu** *Wielokrotny wybór* • **Rozumienie tekstów pisanych** *Wielokrotny wybór*

5 Read the tip. Then look at the sign. The key words have been underlined for you. Choose the correct option (a, b or c). Why are the other options incorrect?

WSKAZÓWKA

Aby przyporządkować tabliczki informacyjne informacjom podanym w odpowiedzi, podkreśl słowa kluczowe występujące na danej tabliczce. Następnie przeanalizuj, czy podane odpowiedzi pasują do każdego z podkreślonych wyrazów.

Please take your animal to reception when you arrive.

Where can you see this sign?
a On a farm.
b At a wildlife park.
c In a vet's surgery.

6 **EGZAMIN** Przeczytaj poniższe tabliczki informacyjne i w zdaniach (1–3) wybierz odpowiedź zgodną z ich treścią. Zakreśl literę a, b lub c.

Buy two goldfish, get one free!

1 Where can you see this sign?
a At a vet's.
b At a zoo.
c In a pet shop.

Penguin Feeding Time 2 p.m. today

2 This sign gives information about
a what time the zoo closes.
b when people can see the penguins.
c what time some of the animals eat.

Respect the wildlife
No dogs allowed

3 This sign tells people to
a protect their dogs.
b leave their dogs at home.
c keep their dogs on a lead.

7 Write a paragraph about an animal in exercise 1. Explain why it is or is not a good pet.

More practice ⇨ Workbook page 75

5 In and out of school

Start thinking

1 Are there any boarding schools in your country?
2 Which activities can you do after school?
3 Has your school got a canteen?

Aims

Communication: I can ...

- talk about my school timetable and after-school activities.
- understand an interview about boarding school life.
- talk about things we can and can't do.
- talk about my eating habits.
- talk about food and meals.
- make, accept and refuse invitations.
- write an email about my school.

Exam preparation Page 57

Żywienie, Człowiek
- **Rozumienie ze słuchu**: *Prawda / Fałsz*
- **Znajomość środków językowych**: *Wielokrotny wybór*

English Plus Options



Extra listening and speaking
Ordering food
Page 92



Curriculum extra
Physical education: Rules of a game
Page 100



Culture
Home schooling
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My dream school
Page 116

VOCABULARY ● Activities in and out of school

I can talk about my school timetable and after-school activities.

1 2.19 Match eight of the words in the box with photos 1–8 on page 49. Then listen and check.

1 PE

maths science basketball music history
chess football dance geography drama
PE[1] ICT[2] French art

[1]Physical Education [2]Information and Communication Technology

2 Do the *Test your knowledge* quiz on page 49. Who got the most answers right?

3 Check the meaning of phrases 1–6. Match other words in exercise 1 with the words in blue.

1 dance practice
2 history test
3 maths homework
4 ICT class
5 geography exam
6 football match

4 2.20 Listen to Luke and Emily talk about activities. Complete the sentences. What is their favourite day?

1 Today's a good day for Emily because she's got ___ this afternoon.
2 Mr Parnell gives Luke's class a history ___ every Monday.
3 Tuesday isn't a good day for Luke because he's got two ___ classes in the morning.
4 On Wednesday afternoons, Luke's got ___ at two o'clock.
5 Luke's got rugby ___ after school on Wednesday.
6 Luke plays rugby ___ three times a month.
7 Mr Parnell gives all his ___ a test once a week.

5 Study the key phrases. Find similar phrases in the sentences in exercise 4. Which words are different in these phrases?

KEY PHRASES ○ Time expressions

once a day today every Tuesday
twice a month this morning on Friday morning(s)
three times a week at five o'clock in the afternoon

6 ACTIVATE Write sentences about your routines and activities using the key phrases. Then interview your partner. What's his / her favourite day?

I've got swimming practice once a week.
We've got an English test on Friday.

How often have you got handball practice?
I've got handball practice once a week.
When have we got a maths test?
We've got a maths test on Monday afternoon.

Test your knowledge



1

Which sport is most popular in British schools?

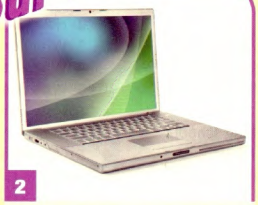
a football
b basketball
c rugby



4

How many black and white pieces are there in this game?

a sixteen
b twenty-four
c thirty-two



2

Which disk has got more space?

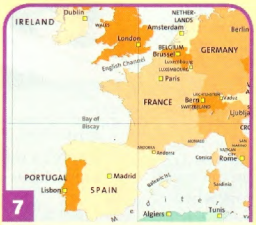
a a 1 megabyte disk
b a 1 gigabyte disk
c a 1 terabyte disk



5

What two colours make purple?

a red and orange
b blue and red
c blue and green



7

You're travelling by train from Spain to Holland. Which of these countries is on your route?

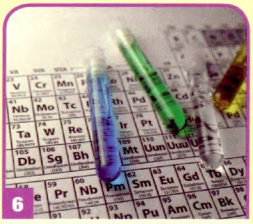
a France
b France and Italy
c France and Belgium



3

Four people can make eight chairs in two days. How many chairs can two people make in one day?

a two **b** four **c** six



6

How many of these elements are gases: Oxygen (O), Neon (Ne), Magnesium (Mg), Aluminium (Al)?

a one **b** two **c** four



8

These students are in a drama class. What are they studying?

a a painting by Picasso
b a play by Shakespeare
c a book by Darwin

Finished?

Write sentences about your week. Which days are good? Which days are bad? Why?

I don't like Mondays because I've got two hours of science.

READING ● Boarding school

I can understand an interview about boarding school life.

1 What do you know about boarding schools? How are they different to other schools?

2 2.21 **EGZAMIN** Read about Ronan's day. Match questions a–h with paragraphs 1–7. There is one extra question. Then listen and check.

a What activities do you do?
b What do you like about boarding school?
c Can you describe your typical day?
d What do you do in the holidays?
e Have you got any free time?
f Are you ever homesick?
g What do you do at the weekend?
h Is the food OK?

3 Read the text again and answer the questions.

1 What time do classes start in the morning?
2 How often has Ronan got orchestra practice?
3 When can students watch TV?
4 Where can students go on Sunday?
5 Who does Ronan share a bedroom with?
6 How often does Ronan see his parents?

4 **BUILD YOUR VOCABULARY** Find verbs in the text that go with the words in 1–6.

1 *be* homesick
2 ___ a room
3 ___ a break
4 ___ with friends
5 ___ busy
6 ___ abroad

5 **ABOUT YOU** Ask and answer the questions.

1 What do you think is good or bad about boarding school?
2 What do you like about your school?
3 What extra activities can you do?
4 What do you do at break time at school?
5 What differences are there between Ronan's school day and your day?



Living at school



1 ___
Yes. We get up at 6.45 and have breakfast at 7.45. Classes are from 8.30 until 3.15, with an hour for lunch at 12.30. After classes we've got activities from 3.45 to 5.30 and then dinner is at 5.45. We do our homework at 7.30 and bedtime is at 10.30.

2 ___
I do football twice a week. I can play the violin and I'm in the school orchestra. We practise three times a week.

3 ___
We haven't got much free time in the week. We have a break before homework when we can relax, chat with friends or watch TV. Sunday afternoon is also free.

4 ___
There are classes on Saturday mornings, then sports and free-time activities in the afternoon. Sometimes we can go to the swimming pool on Sundays.

5 ___
It isn't bad. You can choose your food. There's a cafeteria with salads, pizzas, sandwiches and different 'specials' every day.

6 ___
I like sharing a room with my two best friends. Also, we've got everything here at school – tennis courts, a gym, computers and sports fields. That's great.

7 ___
Sometimes, but people here are friendly and we're really busy. I can't live at home because my parents work abroad. I see them three times a year in the holidays.

LANGUAGE FOCUS ■ *can* for ability and permission

I can talk about things we can and can't do.

5

1 Study the tables and examples a–d. Then answer the questions.

1 Is the sentence in the table about ability or permission?
2 Do we use *do* and *does* with *can*?
3 What are the third person singular forms of *can*?

can: affirmative and negative		
I / You He / She / It We / You / They	can can't	play the violin.
can: questions		
Can	I / you / he / she / it / we / you / they	play the violin?
Short answers		
Yes, I can. / No, I can't.		

a You can go to the swimming pool. (permission)
b I can play the piano. It's easy. (ability)
c What a horrible noise. Tom can't sing! (ability)
d You can't go into town. (permission)

2 Look at the sentences and write P (permission) or A (ability).

1 I can swim. ☐
2 You can't use your mobile phone in class. ☐
3 My father can speak German and French. ☐
4 You can wear jeans if you want. ☐
5 You can go to the cinema this evening. ☐
6 Yuck! You can't cook. ☐

More practice ⇨ Workbook page 41

3 Write sentences about your abilities. Use the ideas in the box. Then ask and answer with a partner.

I can't play chess.

play chess speak three languages
run one kilometre play an instrument
swim twenty-five metres
name six countries in English
dance the tango stand on my head

Can you play chess? *No, I can't.*

4 Write about things you can or can't do at your school. Use the phrases below and your own ideas.

use mobile phones talk in an exam
wear jeans go home for lunch
eat at school listen to music

We can't use mobile phones in class.

5 2.22 Look at the key phrases. Complete the dialogue. Then listen and check.

KEY PHRASES ○ Requesting, giving and refusing permission

Can I / we ... ? Yes, you can.
Is it OK if I ... ? No, sorry, you can't.
Why not?



Jake Mum, *is it OK if* I go to Shaun's house?
Mum No, sorry, [1] ___.
Jake I can't? [2] ___?
Mum Because your grandparents are here this afternoon.
Jake Oh, right. [3] ___ if I go this evening, then?
Mum No, not this evening, Jake. You've got a lot of homework.
Jake Well, [4] ___ go tomorrow?
Mum Yes, [5] ___.
Jake Great. Thanks.

6 ACTIVATE Work in pairs. Practise the dialogue in exercise 5. Then change the words in blue and practise a new dialogue.

○ *Finished?*
Write about things you can and can't do at home.
I can watch TV until 10.30 p.m.
I can't stay out late on school days.

School lunch

What are modern British children eating? At lunchtime Becky Jackson goes to a shop and buys a sandwich, some crisps, some chocolate and a fizzy drink. Some of her friends buy food at the shop, too. School meals are healthier, but Becky and her friends don't like them and they never eat at the school cafeteria.

Who's having a healthy lunch at school? The Monday documentary reports from three other countries ...



1 2.23 Match 1–16 in the photos with words in the box. Then listen and check.

salad chips soup sweets fish apple bread rice pasta nuts egg crisps sandwich beans water burger cheese fizzy drink juice ice cream meat

Pronunciation: /ɪ/ and /iː/ ⇨ Workbook page 99

STUDY STRATEGY ○ Extending vocabulary

2 Think of two more words to add to each group.

1 meat: chicken, ___, ___
2 vegetables: potato, ___, ___
3 fruit: pear, ___, ___
4 drinks: juice, ___, ___

3 Ask and answer the questions with a partner. Then read the key.

Healthy eating

Do you eat more ...

1 chips or vegetables?
2 ice cream or cheese?
3 fizzy drinks or juice?
4 sweets or sandwiches?
5 crisps or nuts?
6 meat or fish?
7 burgers or rice?

Key Green answers mean your diet is probably OK. Orange answers mean you can probably improve your diet.

4 2.24 Look at the school lunches in the photos and read the text. Which lunch is very healthy and which is very unhealthy? Listen and check.

5 2.24 Listen to the programme again and choose the correct answers.

1 **A lot of** / **some** British teenagers eat school lunches.
2 There aren't **many** / **any** vegetables on the menu in the USA.
3 **There aren't many** / **There are a lot of** vending machines in American schools.
4 Japanese students **eat** / **don't eat** soup for lunch.
5 There **isn't much** / **is a lot of** junk food in French schools.

6 **ACTIVATE** Ask and answer the questions.

1 What do you eat for lunch at school?
2 Which lunch in the photos do you like / not like?
3 What healthy / unhealthy food do you eat?
4 What fruit and vegetables do you like / not like?
5 What's your favourite meal?

LANGUAGE FOCUS ■ Countable and uncountable nouns: *a/an, the, some, any, much, many* and *a lot of*

I can talk about food and meals.

5

1 Study the rules. Match the words in blue in the text below with rules 1–4.

RULES

1 We use *a/an* to talk about something for the first time.
2 We use *a/an* with singular countable nouns.
3 We use *the* when there is only one.
4 We use *the* to talk about something again.

At lunchtime Becky Jackson buys a sandwich and some chocolate. She goes to a shop near her school. Her friend Annie goes to the shop, too. But Becky's other friends have lunch at the school cafeteria.

More practice ⇨ Workbook page 43

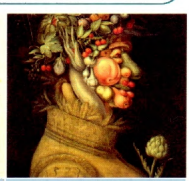
2 Complete the text with *a / an* and *the*.

There's [1]___ good café near my school. I often go to [2]___ café and I buy [3]___ sandwich and [4]___ fizzy drink for lunch. There's [5]___ vending machine near my classroom. I sometimes buy [6]___ chocolate bar from [7]___ machine. I never eat at [8]___ school cafeteria because I don't like the food.

3 Look at the pictures and complete the table with the words in the box.

water crisps ~~pasta~~ rice vegetables cheese pears





Uncountable	Countable
There's a lot of pasta.	There are a lot of [4] ___.
There's some [1] ___.	There are some [5] ___.
There isn't much [2] ___.	There aren't many grapes.
There isn't any [3] ___.	There aren't any [6] ___.

More practice ⇨ Workbook page 43

4 Look at the sentences in exercise 3 and choose the correct words in the rules.

RULES

1 We always use a **singular** / **plural** verb with uncountable nouns.
2 We use **much** / **many** with uncountable nouns.
3 We use **much** / **many** with countable nouns.
4 We often use *any, much* and *many* in **negative** / **affirmative** sentences.
5 We use *some, any* and *a lot of* with countable and uncountable nouns.

5 Choose the correct words and then answer the quiz with your partner.

1 They don't serve **many** / **much** ___ in American schools.
 a junk food **b** healthy food
2 In China they eat **any** / **a lot of** ___
 a rice. **b** burgers.
3 Vegetarians don't eat **any** / **much** ___
 a vegetables. **b** meat.
4 There aren't **much** / **many** ___ in a healthy diet.
 a crisps **b** apples
5 It's healthy to eat **some** / **any** ___ each day.
 a fruit **b** sweets

6 ACTIVATE What do you usually eat and drink each week? Complete the sentences. Then compare with other people in the class.

1 I eat some ___.
2 I never eat any ___.
3 I don't eat many ___.
4 I drink a lot of ___.
5 I don't drink much ___.
6 I never drink any ___.

I eat some fruit and vegetables every day. What about you?

I don't eat many vegetables, but I eat a lot of fruit.

Finished?
What is a really horrible meal? Describe it.

SPEAKING ■ Making, accepting and refusing invitations

I can make, accept and refuse invitations.



Jake Hey, Tina! Do you want to go into town after school?
Tina No. Sorry, Jake, I can't. I've got a maths exam tomorrow.
Jake Oh, right. That's a pity.
Tina Yes, I know.
Jake What about Saturday then? Are you busy?
Tina No. Why? What are you doing?
Jake Some of us are meeting at the shopping centre if you want to come.
Tina Sounds good. I must go now. Text me later, OK?
Jake OK. Bye, Tina.

1 Answer the questions with a partner.

1 Where do you go after school?
2 When and where do you meet your friends?
3 What do you do with your friends?

2 2.25 Listen to the dialogue. Can Tina go to the shopping centre on Saturday?

3 2.26 **EGZAMIN** Complete the dialogue with key phrases. Then listen and check.

KEY PHRASES ○ Invitations

Do you want to go (into town after school)?
Are you busy (on Saturday)?
That's a pity.
Sounds good.
What about (Saturday) then?
No, sorry, (Jake), I can't.

Girl [1]___ this afternoon?
Boy Yes, I've got basketball practice.
Girl [2]___ to the cinema after school tomorrow?
Boy [3]___, Kate, ___. I've got a match.
Girl [4]___. What about Saturday afternoon then?
Boy [5]___. Text me later, OK?
Girl OK. Bye.

4 2.27 Listen to three dialogues. Which questions and answers do you hear?

1 Are you busy this evening?
2 Do you want to go to the cinema tomorrow?
3 What about Friday evening, then?
4 What are you doing at the weekend?

a I'm going to town with Nelly.
b Yes, I've got a lot of homework.
c No, sorry, Ben, I can't.
d Sounds good. Text me later, OK?

5 Work in pairs. Change the words in blue in exercise 4 and make new mini-dialogues. Use the words below or your own ideas. Practise with a partner.

tomorrow evening / a party
on Saturday / dance class
football match tonight swimming later

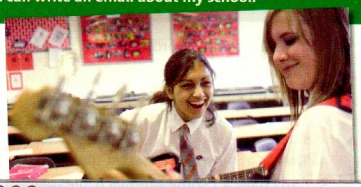
Are you busy tomorrow evening?

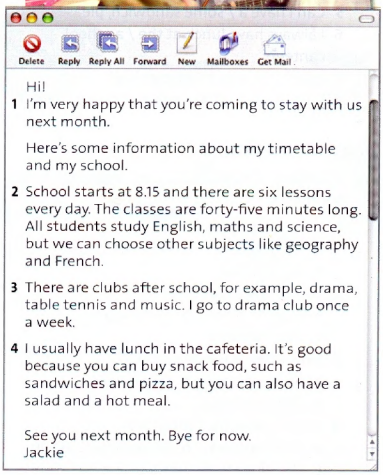
Yes, I'm going to a party.

6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 3 as a model. Use the words in exercise 5 or your own ideas. Practise the new dialogue.

WRITING ■ An email about school

I can write an email about my school.





Hi!

1 I'm very happy that you're coming to stay with us next month.

Here's some information about my timetable and my school.

2 School starts at 8.15 and there are six lessons every day. The classes are forty-five minutes long. All students study English, maths and science, but we can choose other subjects like geography and French.

3 There are clubs after school, for example, drama, table tennis and music. I go to drama club once a week.

4 I usually have lunch in the cafeteria. It's good because you can buy snack food, such as sandwiches and pizza, but you can also have a salad and a hot meal.

See you next month. Bye for now.
Jackie

1 **Read the model text and answer the questions.**

1 Why is she writing the email?
2 Is the email formal or informal?
3 Which paragraph is about after-school activities?
4 Which paragraph is about food?
5 How many school subjects does she mention?

2 **Complete the key phrases for giving information. Then look at the model text and check.**

KEY PHRASES ○ Giving information about school

1 Here's ___ information ___
2 School ___ at (8.15) and ___ (six) lessons.
3 The ___ are (forty-five minutes) ___.
4 ___ students study (English, maths and science), but we ___ choose
5 There are clubs ___ school.

Language point: Giving examples

3 **We use *like*, *for example* and *such as* to give examples. Find examples of these in the text. Then complete the sentences with your own ideas.**

I'm interested in martial arts like *judo and karate*.

1 She eats a lot of junk food, for example, ___.
2 I prefer subjects like ___.
3 There are people here from different countries, such as ___.
4 I eat a lot of fruit and vegetables, for example ___.
5 Some people do indoor sports like ___.
6 In the cafeteria you can buy healthy food, such as ___.

4 **ACTIVATE** **Follow the steps in the writing guide.**

○ WRITING GUIDE

A TASK

EGZAMIN A student is visiting your school soon. Write an email and give some information.

B THINK AND PLAN

1 When is the person visiting you?
2 What time do classes start?
3 How many classes are there every day?
4 How long are the classes?
5 What subjects do all students do? Which subjects can they choose?
6 What extra activities are there after school?
7 What do you have for lunch on school days?

C WRITE

Paragraph 1: Introduction
Here's some information ...
Paragraph 2: Timetable, subjects and extra activities
School starts at ...
Paragraph 3: Food
I have lunch ...

D CHECK

- the greeting and the ending of the email
- expressions for giving examples
- spelling

Vocabulary

1 **Match the words in the box with the sentences.**

history PE music chess maths
ICT exam break

1 Tom's playing with the white pieces and Karen with the black.
2 We're studying the 15th century this year.
3 We go to the computer room for this class.
4 Do girls play football in your school?
5 We have twenty minutes in the morning.
6 What's 13 x 95?
7 The questions are always very difficult.
8 I play the guitar and the piano.

2 **Complete the lists with the words in the box.**

chips pears basketball class
juice French

1 football, swimming, ___
2 science, geography, ___
3 homework, lesson, ___
4 fizzy drink, water, ___
5 burgers, crisps, ___
6 apples, grapes, ___

Language focus

3 **Write true sentences with *can* or *can't*.**

play tennis
I can't play tennis.
1 swim one kilometre
2 speak Mandarin
3 stand on my hands
4 make pizzas
5 dance the samba
6 eat six burgers

4 **Write questions and short answers for your sentences in exercise 3.**

Can you play tennis? *No, I can't.*

5 **Choose the correct words.**

1 I never eat **any** / **some** crisps.
2 I haven't got **much** / **many** rice.
3 There's **much** / **a lot of** salad in this sandwich.
4 There's **any** / **some** water on the table.
5 Can I have **a** / **some** sandwich, please?
6 I always have lunch at **the** / **a** school canteen.
7 I don't eat **much** / **many** pears.
8 I never eat **a lot of** / **some** snacks at school.

Communication

6 EGZAMIN **Choose the correct responses to the sentences.**

1 Can I go out later?
a Yes, you can. **b** Why not?
c Yes, you are.
2 Sorry, John, I can't come.
a Sounds good. **b** That's a pity.
c Text me later.
3 How often have you got ICT?
a At five o'clock. **b** Once a week.
c This afternoon.
4 When have you got history?
a Twice a week. **b** Three hours a week.
c On Friday mornings.
5 Can I wear jeans to the restaurant?
a No, you don't. **b** No, sorry, you can't.
c Sounds good.
6 I've got a history exam this afternoon.
a Oh dear! **b** Cool! **c** Why not?

Listening

7 2.28 **Listen to Sally talking about her school lunches. Complete the text.**

We have a self-service cafeteria at my school and the food isn't [1]___. Some students buy [2]___ and fizzy drinks because they don't like the food. But I [3]___ eat at school. I think the food is [4]___ and we can choose the main dish. There is always [5]___ with pasta or rice and some vegetables. Some of my friends are not very happy because they don't serve many [6]___. I like chips but I don't want to eat them every day! My favourite day is Friday because they always serve [7]___. I also eat a lot of [8]___ and there are always pears and apples.

1 Work in pairs. Which foods and drinks do you like and which don't you like? Which are healthy and which unhealthy?

salad chips fish bread rice
pasta nuts crisps cheese ice cream
burgers sweets fizzy drinks water



2 2.29 Read the tip. Then listen and answer the questions.

WSKAZÓWKA

Słuchając nagrania po raz pierwszy, zastanów się nad jego kontekstem. Pomyśl, ile osób się wypowiada, kim są, gdzie się znajdują i o czym rozmawiają lub mówią.

1 How many people are talking?
2 Where are they?
3 What do they buy?

3 2.30 Listen and choose the correct answer.

What problem have Max and Anna got?
a They don't like the food in the cafeteria.
b There is very little food in the cafeteria.
c The cafeteria is closed when they get there.

4 2.30 EGZAMIN Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu zaznacz w tabeli znakiem X, które ze zdań (1–3) są zgodne z treścią nagrania (*True*), a które – nie (*False*).

	True	False
1 Anna wants chicken.		
2 Max asks for soup.		
3 Max and Anna buy a snack from the machine.		

5 Read the tip. Then look at the photo in exercise 6. Are these sentences true or false? Use a dictionary.

WSKAZÓWKA

Zadanie polegające na opisaniu fotografii często wymaga określenia miejsca, w którym znajdują się przedmioty i osoby. Upewnij się, że znasz takie słowa, jak *behind*, *next to* itp., gdyż przydają się one przy opisie położenia elementów na fotografii.

1 The children are in front of the building.
2 The food is on the table.
3 The bottle is under the table.
4 The girl is opposite the boy.
5 The plants are next to the building.
6 The food is between the children.

6 EGZAMIN Przeczytaj opis fotografii. Uzupełnij każdą lukę (1–4) jedną z podanych możliwych odpowiedzi, tak aby otrzymać poprawny i logiczny tekst, zgodny z fotografią. Zakreśl literę a, b lub c.



This picture shows two teenagers. They're sitting in front of a [1]___ and they're eating their lunch. The boy has got [2]___, crisps and a fizzy drink. He's got short, fair hair. The girl's got [3]___, dark hair and she's wearing earrings. They're both wearing their school uniform. There are two [4]___ standing behind them.

1	a house	b school	c park
2	a fruit	b cake	c sandwiches
3	a curly	b fair	c straight
4	a students	b teachers	c parents

7 Answer the questions.

1 What do students in Polish schools usually have for lunch?
2 What do they usually wear?

More practice ⇨ Workbook page 76

6 Names and places

Start thinking

1 Who was Alfred Nobel?
2 Which names are popular for children in Britain?
3 What do you know about Liverpool?

Aims

Communication: I can ...

- talk about jobs.
- understand an article about the history of names.
- talk about the past with *was* and *were*.
- understand an interview about how people named some American towns.
- talk about my past experiences.
- talk about my weekend.
- write about a place and its history.

Exam preparation ⇨ Page 67

Praca

- **Rozumienie ze słuchu**: *Wielokrotny wybór*
- **Znajomość funkcji językowych**: *Dobieranie*

English Plus Options



Extra listening and speaking
Talking about a film or TV programme
⇨ Page 93



Curriculum extra
Language and literature: Myths and legends
⇨ Page 101



Culture
Roman Britain
⇨ Page 109



Cumulative review
Starter–Unit 6
⇨ Page 117

VOCABULARY ■ Jobs

I can talk about jobs.

1 Do *The Name Quiz* on page 59. Complete the descriptions of the people with words in the box. Then add vowels to complete the words in blue.

inventor fire fighter explorer writer actor farmer waiter / waitress chef scientist artist musician doctor teacher nurse mechanic builder king businessman / woman queen hairdresser

2 2.36 Listen and check your answers. Do we use *a* and *an* with jobs in English?

3 Look at the adjectives in the box. Which words can you use to describe the jobs in exercise 1?

boring interesting easy difficult stressful dangerous hard well-paid tiring exciting

4 2.37 Look at the key phrases. Which phrases can you complete with a job? Which phrases can you complete with a word in exercise 3? Listen and check.

KEY PHRASES ○ Talking about jobs

1 I want to be a / an ___.
2 He / She is a / an ___.
3 I think being a / an ___ is ___.
4 It's a / an ___ job.
5 A / An ___ works in a / an hospital / garage / café / office / school / theatre.

5 2.38 Read the descriptions and guess the jobs. Then listen and check. Do you agree with the descriptions?

1 She works in a hospital. It's a hard job. She's a ___.
2 He works in a garage. It's a hard job. He's a ___.
3 She works in an office. It's a well-paid job. She's a ___.
4 She works in a café. It's a tiring job. She's a ___.
5 He works in a school. It's a stressful job. He's a ___.
6 He works in many places. It's a dangerous job. He's a ___.

6 **ACTIVATE** Work in pairs. Ask and answer questions about jobs. Use the key phrases and the words in exercise 3.

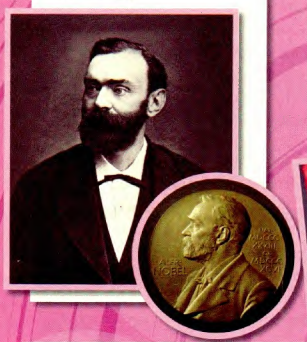
What do you want to be?
I want to be I think it's
Yes, but it's a
What is your ... ?
He's a / an He works in

○ *Finished?*
What do you want to be? Why? Write sentences about your dream job.

Praca

The Name Quiz

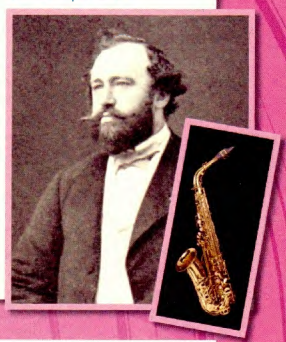
1 Alfred Nobel was a scientist and inventor from Sweden. We use his name for the Nobel Prize.



2 Levi Strauss was a ___ in America. We use his name for L _ v _ j _ _ n s.



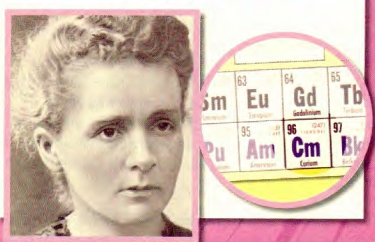
3 Antoine-Joseph Sax was a ___ from Belgium. We use his name for the s _ x _ ph _ n _.



4 Amerigo Vespucci was an ___ from Italy. We use his name for _ m _ r _ c _.



5 Marie Curie was a ___ from Poland. We use her name for the element c _ r _ _ m.



6 Margherita of Savoy was a ___ of Italy. We use her name for Margherita p _ zz _.



7 Klaus Maertens was a ___ from Germany. We use his name for D _ c M _ rt _ ns b _ _ ts.



READING ■ The history of English names

I can understand an article about the history of names.

SORRY? WHAT'S YOUR NAME?

1 ___ First names were important in England in the 11th century. The population was small and most people lived in villages. Surnames or family names weren't necessary because there weren't many people. When the French King William I invaded England in 1066, he wasn't happy with this. In his opinion, people needed surnames.

2 ___ In those days, there were different ways to choose a surname: some people used their job (Baker, Cook), some used places (Hill, Wood), and some used their nickname (Short, Brown) or the name of a parent (Johnson = son of John).

3 ___ These old surnames are common in modern Britain, but many first names are different. There is nothing new about naming a child after a famous person, but the type of celebrity is different today. In the past, the names of kings, queens, scientists, artists or writers were fashionable. For example, when Victoria was Queen of England in the 19th century, her name was very popular.

4 ___ Many British parents today name their children after pop stars, sports stars or film stars like Kylie, Keira, Brad and Wayne. They do this because they are fans of these celebrities. One football fan named his baby after the Manchester United team. His son has got a first name and ten middle names!

5 ___ Other parents want their children to have original first names and they sometimes choose the brand names of products. One year there were 298 Armanis, 49 Canons, 5 Jaguars, 1 Xerox and 353 girls named Lexus!

1 What are popular names for children in your country? Are there many unusual names?

2 2.39 **EGZAMIN** Read the text and match headings a–f with paragraphs 1–5. There is one heading that you do not need. Listen and check.

a The English choose their surnames
b Fans and stars
c What? No surname?
d Popular French surnames
e Is it a baby or a car?
f First names of the past

3 **EGZAMIN** Read the text again and write *true* or *false*. Correct the false sentences.

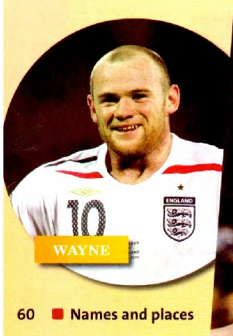
1 You can have lots of middle names in Britain.
2 Some children have brand names for names.
3 Surnames were necessary in England before the 11th century.
4 Brown and Short were nicknames in the past.
5 Many parents named their daughters after singers in the 19th century.

4 **BUILD YOUR VOCABULARY** Translate the words in blue. Ask and answer the questions.

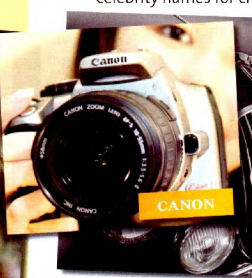
1 What is your first name?
2 Have you got any middle names?
3 Have you and your friends got nicknames?
4 Do you know the meaning of your surname?
5 What brand names do you like?

5 **ABOUT YOU** Ask and answer the questions.

1 What are your favourite first names?
2 What are common surnames in your country?
3 What do you think of brand names and celebrity names for children?







Elementy wiedzy o świecie i krajach anglojęzycznych • **Rozumienie tekstów pisanych** *Dobieranie, Prawda / Fałsz*

was, were

1 Complete the table with *was*, *were*, *wasn't* and *weren't*.

Affirmative and negative		
I	[1] / wasn't	late yesterday.
You	were / weren't	
He / She / It	was / [2]	happy last week.
We/ You/ They	were / [3]	tired last night.
Questions		
Was	I / he / she / it	late yesterday?
[4]	you / we / they	happy last week?
Where were	you	yesterday?
Short answers		
Yes, I / he / she / it was. No, I / he / she / it wasn't.		
Yes, you / we / they were. No, you / we / they weren't.		

More practice ⇨ Workbook page 49

2 Find more sentences with *was* and *were* in the text on page 60. Do the sentences refer to the past or the present?

More practice ⇨ Workbook page 49

3 Write affirmative and negative sentences. Then ask and answer with a partner using short answers.

Shakespeare (teacher / writer)
Shakespeare wasn't a teacher. He was a writer.
1 William Boeing (plane / engineer)
2 The Beatles (insects / musicians)
3 Henry Ford (car / inventor)
4 Marie and Pierre Curie (explorers / scientists)
5 Bach and Mozart (writers / musicians)
6 Queen Margherita (pizza / person)
7 *Titanic* (village / ship)
8 Picasso and Van Gogh (actors / artists)

there was, there were

4 Complete the table.

	Affirmative	Negative
Singular	There was a king.	[1] any food.
Plural	[2] a lot of villages.	There weren't many people.

More practice ⇨ Workbook page 49

5 Complete the sentences with *there was / wasn't, there were / weren't*.

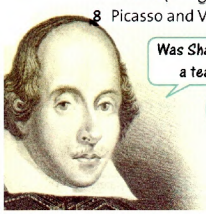
In the 11th century ...
1 ___ a French king called William.
2 ___ any cars.
3 ___ any shopping centres in England.
4 ___ a lot of kings and queens.
5 ___ a computer in every house.
6 ___ a lot of small villages.

6 ACTIVATE Complete questions 1–8 using the words in the box and *was* or *were*. Then ask and answer the questions with a partner.

What Where Who When

1 ___ your favourite primary school teachers?
2 ___ the last time you were at a party?
3 ___ your favourite TV programmes last year?
4 ___ the last place you were on holiday?
5 ___ your last meal?
6 ___ the last shop you were in?
7 ___ your favourite day last week?
8 ___ popular singers last year?

Finished?
Write five sentences about things that are different today and a hundred years ago.
Today there are a lot of mobile phones.
There weren't any mobile phones a hundred years ago.







Strange Town USA

Radio 6, Friday, 8.00 p.m.

Chicken, Why, Experiment, Yellow, Santa Claus, Jupiter, Gas, Frankenstein, Sandwich, Pray, Tarzan, Moon, Disco, Paradise, War.

A strange collection of words, but they've all got one thing in common. They are the names of places in the USA. Find out more about strange place names in Friday's programme.



1 Complete the sentences with the verbs in the box. Do the sentences refer to the past or the present?

invaded named invented crossed changed discovered established travelled

1 Graham Bell ___ the telephone.
2 Thomas Mapother IV ___ his name to Tom Cruise.
3 The Romans ___ France in 58 BC.
4 Americans first ___ gold in the USA in 1799.
5 Marco Polo ___ to China in the 13th century.
6 Columbus ___ the Atlantic Ocean in 1492.
7 They ___ their baby after a pop star.
8 Spanish people first ___ the city of Los Angeles.

2 Study the spelling rules. Then complete the table with the verbs in exercise 1.

Spelling rules: Past simple		
→ + *-ed*	→ *e* + *-d*	double final consonant + *-ed*
listen → listened	name → named	prefer → preferred

Pronunciation: past tense *-ed* endings
⇨ Workbook page 100

STUDY STRATEGY ○ Multiple-choice listening

3 Prepare to listen. Read the questions in exercise 4 carefully. Which towns are you going to hear about? Are there any answers which you can guess now?

4 2.40 **EGZAMIN** Read the information about Strange Town and listen to the programme. Choose the correct answers. Then listen again and check.

1 New Amsterdam changed to New York because ___
 a People travelled there from York.
 b The British invaded it and named it after the Duke of York.
 c People didn't like the original name.
2 Why is Why called Why?
 a Because people there ask a lot of questions.
 b Because it is on the River Why.
 c Because the road is in the shape of a Y.
3 People named their town Happy because ___
 a they discovered gold there.
 b they discovered water there.
 c happy people established it.
4 Is Hell a nice place?
 a Yes, but in the past the river there was dangerous to cross.
 b No, a lot of criminals lived there in the past.
 c It's a nice town, but it is very hot there.

5 **ACTIVATE** Work in groups. Think of six towns in your country. Where do their names come from? Which names are strange? Compare your ideas.

LANGUAGE FOCUS ■ Past simple of regular verbs: affirmative and negative

I can talk about my past experiences.

6

Past simple of regular verbs

1 Study the sentences and the words in blue. Answer the questions.

1 Which sentences refer to the present and which refer to the past?
2 How do we form the affirmative and negative of regular verbs in the past?
 a I live in New York now.
 b We lived in London in 2009.
 c Wayne plays football every Friday.
 d Wayne didn't play football last week.

2 Complete the table with *visited*, *visit* and *didn't*.

	Affirmative	Negative
I / You / We / They	visited the USA.	didn't [1] the USA last year.
He / She / It	[2] the USA.	[3] visit the USA last year.

More practice ⇨ Workbook page 51

3 Write affirmative sentences using the past simple. Are they true or false? Correct the false sentences with your partner.

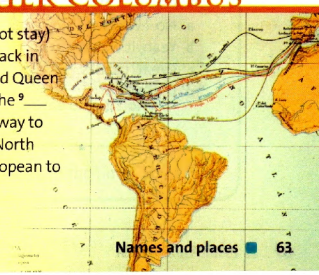
Neil Armstrong (discover) America.
Neil Armstrong discovered America. False.

1 Europeans ___ (explore) Africa in the 18th century.
2 Tutankhamen ___ (live) in Egypt a long time ago.
3 The first astronauts ___ (visit) space in 1981.
4 Columbus ___ (arrive) in South America about 500 years ago.
5 People ___ (stop) using horses for transport in the 19th century.
6 In 1700 people ___ (travel) by plane.
7 Graham Bell ___ (invent) the telephone.

4 Complete the text with affirmative and negative forms of the verbs in brackets.

CHRISTOPHER COLUMBUS

Columbus ***wanted*** (want) to find a new way to India. In 1492, he [1]___ (travel) across the Atlantic Ocean. He [2]___ (arrive) in San Salvador in the Bahamas two months later. He [3]___ (visit) a lot of islands and he [4]___ (name) them the Indies. He [5]___ (call) the native people Indians. It was a very beautiful place, but he [6]___ (not discover) any gold there. Columbus [7]___ (not stay) a long time and he [8]___ (arrive) back in Spain in March 1493. The King and Queen of Spain weren't happy because he [9]___ (not discover) any gold or a new way to India. Columbus [10]___ (not visit) North America, but he was the first European to explore Central America.



Past time expressions

5 Study the key phrases. How many similar phrases can you find in the sentences in exercises 3 and 4? What is the position of *ago* in a time expression?

KEY PHRASES ○ Past time expressions

last week / month / year / weekend / Saturday
two days / three weeks / 500 years ago
in the 18th century
in 1961 / March 1493
yesterday

More practice ⇨ Workbook page 51

6 ACTIVATE Talk about your experiences with a partner. Use the time expressions in the box and your own ideas.

about ten minutes ago yesterday
last weekend in 2009
in the 20th century a month ago
last month an hour ago last summer

I visited my grandparents last weekend. What about you?

I visited my grandparents a month ago.

○ *Finished?*

Write the past forms of the verbs in the box. Then write sentences using the key phrases in exercise 5.

watch jump climb attack finish dance

SPEAKING ● Last weekend

I can talk about my weekend.



Jake Hi, Tina. How was your weekend?
Tina Great, thanks. I [1]___ my uncle and then I [2]___ to London.
Jake Really? Were you on your own?
Tina No. I was with Laura. She knows the city very well.
Jake What was London like?
Tina It was cool. The shops [3]___ amazing.
Jake Only the shops?
Tina No, [4]___ were a lot of things to do. My favourite place [5]___ Covent Garden.
Jake What about the tourist sites?
Tina I wanted to visit the Tate Modern Gallery, but there [6]___ time. And how about you? Was your weekend good?
Jake Yeah, it was brilliant. There was a party at Jon's house on Saturday evening.
Tina Sounds good.

1 Look at the photo. Who is returning from a trip? How do you know?

2 2.41 Complete the dialogue. Then listen and check. Was your answer in exercise 1 correct?

there was were travelled visited wasn't

3 2.42 Listen to the key phrases 1–4 and reply with the correct responses a–d. Then practise the dialogue.

KEY PHRASES ○ Talking about the weekend

1 How was your weekend?
2 Were you on your own?
3 What was (London) like?
4 Was your weekend good?

a No. I was with (my cousin).
b Yeah, it was brilliant.
c Great, thanks.
d It was cool.

4 2.43 Look at the tables and listen to three short conversations. Which questions and answers do you hear?

Questions		
How was	your weekend? the trip? the match?	
What was	the holiday the film the party	like?

Answers		
It was	great! cool. OK. terrible!	
The special effects The story The food Manchester United The people The places The weather	was were wasn't weren't	brilliant. really interesting. very nice. really good. really bad. rubbish.

5 Work with a partner. Practise different questions and answers.

How was the party?

It was terrible! The food was rubbish.

6 ACTIVATE Work in pairs. Prepare a new dialogue using the dialogue in exercise 2 as a model. Change the words in blue. Use the phrases in exercise 4 and your own ideas. Practise the new dialogue.

History in the streets – Liverpool

1 Liverpool is a city in the north of England. It is on the Mersey River and near the Irish Sea and it has a big port.
2 People first lived in Liverpool about 800 years ago. In those days its name was Livpul and it wasn't very big. In the 16th century only about 500 people lived there. Today the population is about 450,000.
3 There are places in Liverpool with the names of important people in history. Albert Dock is very famous. They built it in the 19th century and they named it after Prince Albert, Queen Victoria's husband.
4 The people of Liverpool are called Liverpudlians, or 'Scousers'. Famous Liverpudlians include The Beatles and Wayne Rooney. The Beatles were famous musicians in the 1960s. Wayne Rooney is a sports star.



1 Read the model text. Match paragraphs 1–4 with topics a–d.

a Places
b People
c History
d Location

2 Read the model text again and answer the questions.

1 What river is Liverpool on?
2 What was Liverpool's name 800 years ago?
3 What was its population in the 16th century?
4 Who was Albert?

3 Study the key phrases. Match the key phrases with the paragraphs 1–4.

KEY PHRASES ○ City history

... is a city in the (north) of
Today the population is
It's on ... It's near
They built it in the ... century
The people of ... are called
People first lived in
Famous (people from) ... include

4 Work in pairs. Use the key phrases to make sentences about a city you know.

Language point: Time expressions

5 Match phrases 1–5 with time expressions a–e.

1 The Beatles were first popular
2 Liverpool wasn't a big town
3 Liverpool is a big city
4 They built Albert Dock
5 Rooney started playing for Everton

a in the 19th century.
b in 2002.
c in the 1960s.
d 800 years ago.
e today.

6 ACTIVATE Follow the steps in the writing guide.

Notes – London

a Location: south of England, on the River Thames
b Name: Londinium (in Roman times)
c Population: 45,000 two thousand years ago, about 7.5 million now
d Street names: Trafalgar Square (Battle of Trafalgar), 19th century
e People: Londoners or 'Cockneys'
f Famous Londoners: Charlie Chaplin (actor, to America in 1910), Arthur Conan Doyle (inventor of Sherlock Holmes in 1887)

○ WRITING GUIDE

A TASK

Write an article about a town of your choice or use the notes about London.

B THINK AND PLAN

Read the model text again. How many paragraphs are there?

Read the notes a–f about London. What information do you want to put in each paragraph of your article?
Paragraph 1: a, ...

C WRITE

Write your article and follow your paragraph plan. Look at the model text to help you. Use the key phrases and time expressions.

D CHECK

• position and spelling of the time expressions

Vocabulary

1 **Reorder the letters and write the jobs.**

1	rswiatse	*waitress*	6	rensu	___
2	marfer	___	7	cotdro	___
3	rbilude	___	8	gfeferihirt	___
4	hefc	___	9	hemcncia	___
5	ortac	___	10	iesncitst	___

2 **Choose the correct words.**

1 Columbus **discovered** / **invented** America.
2 My grandmother changed her **surname** / **first name** when she married.
3 We went to London two weeks **before** / **ago**.
4 Tom is a **chef** / **mechanic** and he works in a restaurant.
5 William I was **King** / **Queen** of England 1,000 years ago.
6 Being a fire fighter is a **boring** / **dangerous** job.
7 Victoria was a popular first name in the 19th **century** / **ago**.
8 Jaguar is a famous **brand name** / **nickname** for a car.

Language focus

3 **Complete the dialogue with the affirmative or negative form of *was* and *were*.**

Jen *Were* you at the party on Saturday?
Paul Yes, I [1]___.
Jen [2]___ any of our friends there?
Paul Yes, I [3]___ with Wayne and Cristiano, but Keira and Kylie [4]___ at the party.
Jen [5]___ it good?
Paul No, it [6]___. I was very hungry because there [7]___ any food. And there [8]___ some very strange people. There [9]___ one girl called Jaguar and another called Porsche.
Jen Ooh! [10]___ they rich?
Paul No, they [11]___. And there [12]___ two brothers called Xerox. It was incredible – they [13]___ identical.

4 **Write affirmative and negative sentences using the past simple.**

I / visit / Trafalgar Square.
I visited Trafalgar Square.
Columbus / not discover / North America.
Columbus didn't discover North America.

1 we / move / to Brighton last year
2 my mum / not change / her name / when she got married
3 we / stay / in London last Saturday evening
4 John Logie Baird / invent / the TV
5 my dad / stop / smoking / last month
6 my birthday present / not arrive / in the post this morning

5 **Write questions and short answers for the sentences in exercise 4.**

Did you visit Trafalgar Square? Yes, I did.
Did Columbus discover North America? No, he didn't.

Communication

6 **EGZAMIN** **Match questions 1–8 with answers a–h.**

1 What was Paris like?
2 I want to be a teacher.
3 When did Europeans first visit America?
4 How was the match?
5 Was the weather good?
6 Who was Picasso?
7 Were you on your own?
8 Were there a lot of people?

a No, I was with Jenny.
b A Spanish artist.
c Yes, there were.
d It was cool. There were a lot of shops.
e Really? I think it's a stressful job.
f Terrible. We lost.
g In the 15th century.
h No, it rained all day.

Listening

7 2.44 **EGZAMIN** **Listen to a conversation about a trip to Brighton. Write *true* or *false*.**

1 Tom visited Brighton with his friend Lyn.
2 The Brighton Pavilion is about 200 years old.
3 King George IV stayed in the Pavilion in the 19th century.
4 Brighton was a village in the 5th century.
5 The French invaded Brighton in 1660.
6 They named the town Brighton in the 19th century.
7 Tom didn't visit the beach when he was in Brighton.

Praca, Elementy wiedzy o świecie i krajach anglojęzycznych • **Znajomość funkcji językowych** *Dobieranie* • **Rozumienie ze słuchu** *Prawda / Fałsz*

1 Work in pairs. What are the advantages and disadvantages of each of the jobs (1–6)?

fire fighter

A fire fighter's job is exciting, but it's dangerous.

1 waiter
2 farmer
3 doctor
4 musician
5 mechanic
6 teacher

2 Look at the photos. Read the words below that go with photo a. Use your own ideas to write words for photos b and c.



Photo a
Job: teacher *Place: school, college*
Adjectives: interesting, tiring

3 2.45 Now listen to the dialogue. How many words from your lists did you hear? What job is Joe's dad looking for?

4 2.46 **EGZAMIN** Usłyszysz dwukrotnie dwie wypowiedzi i jedną rozmowę. Z podanych odpowiedzi wybierz jedną, zgodną z treścią nagrania. Zakreśl literę a, b lub c.

1 Who is visiting the school?



2 Where are the young people?



3 Where is Lucy's job?



5 Read the tip. Then read the questions. What information would you expect to include in each answer? Match the ideas in the box with the questions.

❑ WSKAZÓWKA

Najpierw przeczytaj wypowiedzi bez czytania reakcji. Zastanów się nad tym, jakiego rodzaju informacji należałoby udzielić. Następnie sprawdź, czy reakcje zgadzają się z twoimi przypuszczeniami.

a place the name of a job
an adjective a date / an amount of time

1 What does your dad do? ___
2 When did you move to this town? ___
3 How was your weekend? ___
4 Where did you go last Saturday? ___

6 2.47 Listen and check your ideas.

7 **EGZAMIN** Przyporządkuj każdej wypowiedzi (1–4) jedną z podanych reakcji językowych (a–e). Wpisz właściwe litery (a–e) obok pytań. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

1 What was your holiday like? ___
2 Where does your mum work? ___
3 When did you meet your best friend? ___
4 What's your favourite subject? ___

a It's history.
b In a hospital.
c In five minutes.
d It was brilliant.
e About ten years ago.

8 Write true sentences to answer the questions in exercises 5 and 7.

More practice ⇨ Workbook page 77

7 Games

Start thinking

1 When and where were the first Olympic games?
2 What is an avatar?
3 Where is Cristiano Ronaldo from?

Aims

Communication: I can ...

- talk about sports and sports events.
- understand an article about video games.
- talk about actions in the past.
- describe people's appearance.
- ask and answer questions about last weekend.
- talk about things I did last weekend.
- write a profile of a famous sportsperson.

Exam preparation ⇨ Page 77

Sport
- **Rozumienie ze słuchu:** *Dobieranie*
- **Rozumienie tekstów pisanych:** *Wielokrotny wybór*

English Plus Options



+ Extra listening and speaking
Talking about video games
⇨ Page 94



+ Curriculum extra
Technology: The internet
⇨ Page 102



+ Culture
Britain's favourite games
⇨ Page 110



+ Project
Trump card game
⇨ Page 118

VOCABULARY ■ Sport

I can talk about sports and sports events.

1 Check the meaning of verbs 1–8. Match these verbs with their past forms in blue in the *Time Traveller Game* on page 69.

1 break ___ 3 run ___ 5 win ___ 7 beat ___
2 score ___ 4 take part ___ 6 play ___ 8 lose ___

2 3.02 Complete the key phrases with the words in the box. Then listen and check. Practise saying the phrases.

think answer right agree sure don't

KEY PHRASES ○ Comparing answers

1 I think the ___ is (b).
2 I'm not ___. Maybe it's (c).
3 Yes, I ___.
4 I ___ agree.
5 Yes, you're ___.
6 I don't ___ so. I think the answer is (a).

3 3.03 Read the rules on page 69. Then play the game in teams. Use the key phrases to compare your answers. Then listen and check.

I think the answer to the first question is c.

I don't agree. The Vancouver Olympics were in the winter. I think the answer is b.

4 Match the verbs in A with the phrases in B to make collocations about sport. Check your answers in the *Time Traveller Game*.

A		B	
break	win	in a competition	a race
score	play	a race	someone at a game
run	beat	a goal	a record
take part	lose	a game	

5 Find nine of these sports and games in the photos on page 69.

cycling swimming ice-hockey skiing volleyball skateboarding motor racing chess tennis athletics golf football American football

6 ACTIVATE Complete the sentences about sports for you. Then talk about your answers with a partner.

1 I'm / I'm not good at ___.
2 I don't take part in ___ competitions because ___.
3 I like / don't like watching ___ on TV.
4 I can / can't beat my friend at ___.
5 I like / don't like playing team games because ___.
6 I enjoy / don't enjoy running a race.

I'm good at tennis and football. What about you?

TIME TRAVELLER GAME

Rules Talk about the questions and decide your answers. Then listen to the correct answers. Your team starts with three lives. Each time you get an answer wrong you lose a life. If you haven't got any lives, you are out of the game. The winner is the team with the most lives.

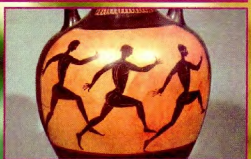
START



1 You took part in a competition in the Vancouver Olympic Games in Canada in 2010. You were in your country's ____ team.
a basketball
b ice-hockey
c table tennis



2 You were in ____ in 1903 when the first Tour de France cycling race took place.
a London
b Rome
c Paris



3 You ran a race at the first ancient Olympic Games in Greece. They were in ____.
a 776 BC
b 776 AD
c 1796 AD

JE VOIS TOUT
Miaow



6 In _____, you played a new game in the 6th century. You lost the game. It was chess.
a India
b China
c Spain



5 You were at the Olympic games in 2008. Michael Phelps won ____ medals and broke seven world records.
a eight gold
b eight silver
c four gold and four silver



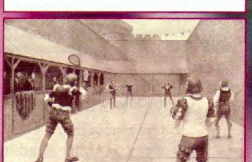
4 You saw Pelé play football in Brazil. He scored ____ goals for his country.
a 170
b 17
c 77



7 A team called the Green Bay Packers won the first Super Bowl in 1967. What is the name of the Super Bowl sport?
a American rugby
b American football
c American bowling



8 You took part in the skateboarding competition at the first X-Games in the USA. It was in ____.
a 1965
b 1995
c 2005



9 You met King Henry VIII of England. He beat you at a new game called ____.
a squash
b tennis
c golf

FINISH

Finished?
Write two more questions for the *Time Traveller Game*.
You watched Usain Bolt break the world record for 100m and 200m ...

Game on!





Big numbers!

Video games and consoles are big business. [1]___ A team of designers took three years to make the Wii console. In its first six months in Europe, people bought 6 million of them. Companies sold the first games in the 1970s and one of the first big video heroes was Mario in the 1980s. Super Mario World was the world's number one game in the 1990s and 20 million people bought it.

War and peace

In the early years, many people thought that video games were boys' toys because companies sold most of their games to men. The designers created a lot of violent action games and women didn't like them. [2]___. Then in 2000, games creator Will Wright made the SIMS game. In the SIMS game, players designed houses and built towns. [3]___.

Too much?

Today, video games are popular with all ages and there's a lot of choice. But games can cause health problems, especially when people play for hours. Many children prefer video games to sport and they become overweight. [4]___. Video games are good for your imagination and memory. And they are also great entertainment. So enjoy playing video games, but remember to do other activities too!

1 Do you know the video games in the photos?

2 3.04 **EGZAMIN** Read the text and complete gaps 1–4 with sentences a–e. There is one sentence that you do not need. Listen and check.

a But there are some positive things, too.
b They preferred creative games.
c They don't do a lot of sport.
d Today, companies sell more than 100 million games a year.
e It soon became the number one game of all time with both men and women.

3 **BUILD YOUR VOCABULARY** Find the nouns for these verbs in the article. Then complete the sentences.

create design play entertain
imagine choose remember

1 Video game ___s make very violent games.
2 Shigeru Miyamoto was the ___ of Mario.
3 My favourite form of ___ is TV.
4 There is a large ___ of books in the library.
5 My favourite football ___ is Wayne Rooney.
6 You use your ___ when you write a story.
7 He's got a good ___. He never forgets.

4 **ABOUT YOU** Ask and answer the questions.

1 Do you play games? Why / Why not?
2 What games do your friends play?
3 Why do you think games are popular?
4 What games do boys and girls like?
5 What can you learn from video games?

LANGUAGE FOCUS ■ Past simple: regular and irregular verbs

I can talk about actions in the past.

7

1 Look at the forms of *play* and *make* in the sentences. Which verb is regular? How do you know?

1 He **played** violent games.
2 We **didn't play** creative games.
3 He **made** creative games.
4 You **didn't make** violent games.

More practice ⇨ Workbook page 57

2 Find the past simple forms of these verbs in the article on page 70. Complete the table.

~~sell~~ buy ~~design~~ become think prefer create build take

Regular verbs	Irregular verbs
design – designed	*sell – sold*

STUDY STRATEGY ☐ Using the Workbook irregular verbs list

3 Study the irregular verbs list on page 116 of your workbook and test your partner.

What's the past of 'have'? *It's 'had'.*

4 Make affirmative and negative sentences. Use the prompts and your own ideas. Then compare your answers with a partner.

I / buy / a game. ✘
I didn't buy a game. I bought a CD.
What about you? I bought a book.

1 I / have / a sandwich for lunch. ✘
2 I / meet / my friend in town. ✘
3 we / go / to a café. ✘
4 I / read / a book in bed. ✘
5 we / eat / at home on Friday. ✘
6 I / write / a letter to a friend. ✘

5 Complete the text with the correct past simple form of the verbs in the boxes.

Game master

not like win play not listen know

When Johnathan Wendel was thirteen, he often went to arcades and he [1]___ games against older teenagers. He was very good and he often [2]___. His parents [3]___ about this, but they [4]___ it. Luckily, Johnathan [5]___ to them.

not win become take be

When he was eighteen, he [6]___ part in his first professional competition. He [7]___ but he [8]___ third. In his next competition, he [9]___ champion of the game, Quake 3.

start make not lose beat travel

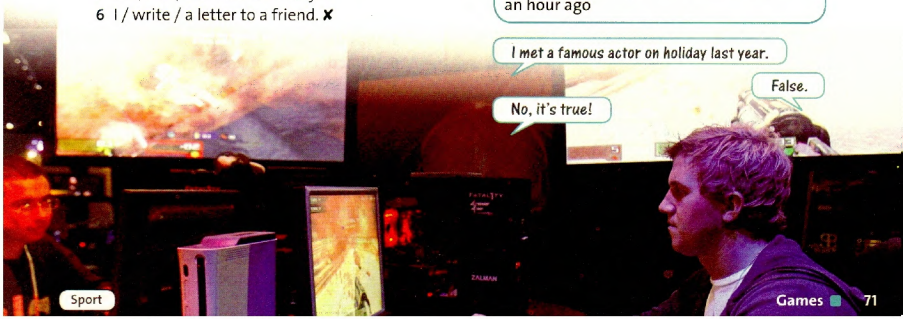
After that, he [10]___ around the world and he [11]___ very often. He [12]___ all the best players. He [13]___ his company Fatal1ty, Inc. and [14]___ a lot of money selling things for computers.

6 ACTIVATE Play a true and false game. Order the time expressions in the box. Start with the most recent.

- Write true and false sentences about your past activities using the time expressions and verbs from the lesson.
- Read them out to your partner.
- Can your partner guess which are true and which are false?

this morning yesterday last night on Saturday at the weekend last year when I was young two weeks ago an hour ago

I met a famous actor on holiday last year.
False.
No, it's true!

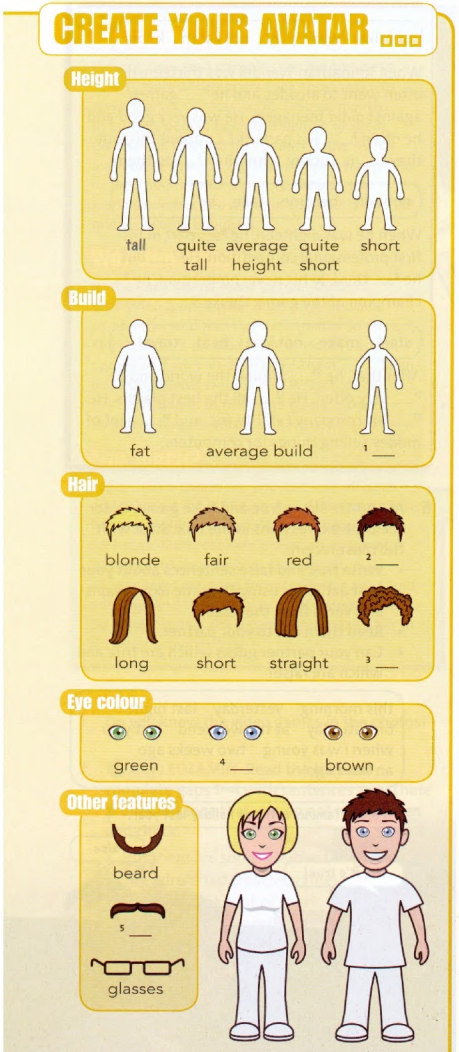


VOCABULARY AND LISTENING ■ Describing people

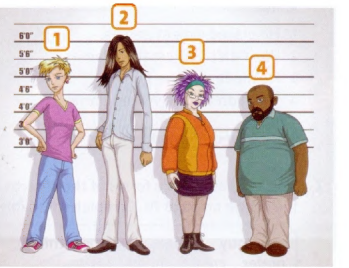
I can describe people's appearance.

1 Complete 1–5 in the avatar guide with the words in the box.

moustache dark curly ~~tall~~ blue slim



2 Complete the descriptions with words in exercise 1.

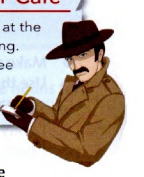


1 She's average height and average build. She's got ___ eyes and ___ blonde hair.
2 He's ___ and slim. He's got ___ dark hair.
3 She's quite ___ and fat. She's got purple hair and she's wearing ___.
4 He's very short and ___. He's got a beard and a ___.

3 3.05 **Read the introduction to *Last Coffee at the Corner Café*. Then listen to the interview.**

Last Coffee at the Corner Café

Notes: Agent Koji went for breakfast at the Corner Café at 8.00 yesterday morning. At 9.10 he died, after drinking a coffee with poison in it. Detective Lambert talked to the waitress, Larna Scott.



4 3.05 **Listen again and answer the questions. Who was the murderer?**

1 Did the woman with blonde hair speak to Koji?
2 Where did this woman sit?
3 Did she leave at eight o'clock?
4 Who did the man with a beard talk to?
5 Was the short woman with a friend?
6 What did the woman buy?
7 Did a man with long black hair speak to Koji?
8 Did the detective have a coffee?

5 ACTIVATE **Invent a new character using the words in exercise 1. Listen to your partner's description and draw their character.**

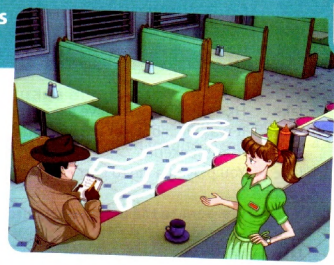
My avatar is a woman. She's tall and ...

Człowiek

LANGUAGE FOCUS ■ Past simple: questions

I can ask and answer questions about last weekend.

7



1 Study the questions about the interview on page 72. Can you remember the answers?

1 Who did the detective interview?
2 Did Koji go to the Corner Café yesterday morning?

2 Complete the table with *did* and *didn't*.

Questions				
–	Did	you	talk	to Koji?
–	1 ___	he / she	talk	to Koji?
What	2 ___	she	drink?	
Short answers				
Yes, I / you did.			No, I / you didn't.	
Yes, he / she 3 ___ .			No, they / we 4 ___ .	

More practice ⇨ Workbook page 59

3 Write questions in the past simple. Then ask and answer with your partner.

drink a coffee for breakfast

Did you drink a coffee for breakfast?

Yes, I did. / No, I didn't.

1 read a book in bed
2 buy clothes last weekend
3 come to school on the bus this morning
4 go to bed early
5 have a lot of homework last night
6 eat chocolate yesterday
7 use a computer at school
8 phone a friend

Pronunciation: diphthongs: /eɪ/, /aɪ/, /eʊ/, /aʊ/ ⇨ Workbook page 100

4 Complete the questions and answers in the dialogue. Use the question words in the box and the past tense of the verbs in brackets.

How What What time Who Where

A 1 ___ did Koji come into the café?
B He 2 ___ into the café at 8.00. (come)
A 3 ___ did he sit?
B He 4 ___ near the door. (sit)
A 5 ___ did he talk to?
B He 6 ___ to a man with a beard. (talk)
A 7 ___ did Koji drink?
B He 8 ___ coffee? (drink)
A 9 ___ did he die?
B He 10 ___ after drinking the coffee. (die)

5 Complete the questions about last weekend with the past simple form of the verbs.

1 Where ___ (you / go) on Saturday?
2 ___ (you / meet) any friends in town?
3 What ___ (you / watch) on TV?
4 ___ (you / phone) anyone?
5 When ___ (you / do) your homework?
6 ___ (you / play) any video games?
7 Who ___ (you / see) on Sunday?
8 What time ___ (you / go) to bed?

6 ACTIVATE Speak about last weekend with your partner. Ask and answer the questions in exercise 5. How many things did you both do?

Where did you go on Saturday?

I went to the cinema.

Me too!

Finished?

Write a paragraph about a perfect weekend.

I won a million euros on Friday afternoon.
On Friday night I ...

SPEAKING ■ Talking about past events

I can talk about things I did last weekend.

Jake Hi, Laura. Did you have a good weekend?
Laura It was OK. I bought a new game. I played it all weekend.
Jake You played a video game all weekend?
Laura [1]___
Jake We went to the match on Saturday.
Laura [2]___
Jake Yeah. Why don't you come with us next time?
Laura [3]___
Jake We had a barbecue on Sunday.
Laura How was it?
Jake [4]___



1 Think about last weekend. What did you do? Did you have a good weekend?

2 3.06 **EGZAMIN** Complete the dialogue with sentences a–d. Then listen and check.

a OK. Why not? Did you do anything else?
b That's cool. Was it good?
c It was terrible. It rained!
d Yeah. What about you? What did you do?

3 3.07 Listen to the intonation. Is the speaker interested or bored? Listen and repeat the sentences.

1 It was OK.
2 I played a video game.
3 We watched TV all weekend.
4 It was brilliant.
5 I went shopping with my mum and dad.
6 We had a party.

4 Complete the table with the activities in the box. Then add your own ideas.

~~have a party~~ go to a football match
watch TV go shopping with friends
~~go shopping with mum and dad~~
visit a museum have a barbecue
do homework watch a DVD
read a book go to a theme park

Interesting activities	Boring activities
have a party	*go shopping with mum and dad*

5 Study the key phrases. Which responses are positive?

KEY PHRASES ○ Asking about the weekend

Questions	Responses
Did you have a good weekend?	It was brilliant.
What about you?	It was OK.
What did you do?	It was boring.
How was it?	Yeah. Fantastic!
Was it good?	It was terrible.
	Not really.

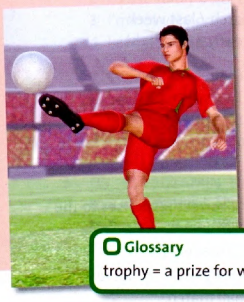
6 **ACTIVATE** Work in pairs. Prepare a new dialogue using the dialogue in exercise 2 as a model. Use the key phrases in exercise 5 and activities in exercise 4 or your own ideas. Practise the new dialogue.

Did you have a good weekend?
Not really. I went shopping with my mum and dad on Saturday.
What did you do on Sunday?
Nothing. What about you?
I went to a theme park on Saturday.

Star player: Cristiano Ronaldo

1 Cristiano Ronaldo's full name is Cristiano Ronaldo dos Santos Aveiro. He was born on 5th February 1985 in Madeira, Portugal. He's 1 metre 85 centimetres tall. He's slim and he's got short dark hair and brown eyes.

2 Ronaldo first played football when he was three years old, and he turned professional when he was only ten. He played for Sporting in Portugal and then Manchester United. In 2009, he moved to Real Madrid in Spain. He's also in the Portuguese national team.



3 Ronaldo won his first big trophy with Manchester United in 2007, when they were English Premier League champions. He also won the Club World Cup with Manchester United in 2008.

Glossary
trophy = a prize for winning a competition

1 Read the text and answer the questions.

1 Which paragraph is about his career in general, which about the things he won and which about personal details?
2 Where was Ronaldo born?
3 How tall is he?
4 Which club did he play for first?
5 When did he win his first big trophy?

2 Study the key phrases. Match the phrases with the three paragraphs in the model text. Then look at the text again and check.

KEY PHRASES ○ Sports biography

1 His / Her full name is ...
2 He / She turned professional when ...
3 He / She won ... in ...
4 He's / She's got ... hair and ... eyes.
5 He / She was born on ...
6 He / She first ... when he / she was three years old.
7 He / She also won ...

Language point: *also*

3 Read the rule and the examples. Then choose the correct position for *also* in sentences 1–4.

○ RULE

Also comes after the verb *be* and before other verbs:
He's **also** in the Portuguese national team.
He **also** won the Club World Cup.

1 They lost against Liverpool. They **lost also** / **also lost** against Arsenal.
2 He is good at singing. **He's also** / **He also is** good at dancing.
3 We visited London. We **also went** / **went also** to Oxford.
4 His old video game was boring. It **also was** / **was also** very easy.

4 ACTIVATE Follow the steps in the writing guide.

Notes: Maria Sharapova
Name: Maria Yuryevna Sharapova
Born: Nyagan, Russia, 19th April 1987
Height: 1 metre 88 centimetres tall
Started tennis: age 4
Professional: 2001
First big trophy:
Wimbledon championship 2004



○ WRITING GUIDE

A TASK

Write a profile of Maria Sharapova or a sports person of your choice.

B THINK AND PLAN

Use paragraph titles in exercise 1. Read the notes about Maria Sharapova. What information do you want to put in each paragraph?
Paragraph 1: name,
Paragraph 2: ___
Paragraph 3: ___

C WRITE

Write your profile and follow your paragraph plan. Use the model text and the key phrases.

D CHECK

• past simple verbs • description vocabulary
• spelling and punctuation

Vocabulary

1 **Complete the lists with the words in the box.**

tall bought volleyball blonde lose cycling brown race

1 short medium height ___
2 blue green ___
3 red fair ___
4 made sold ___
5 match competition ___
6 win beat ___
7 skiing swimming ___
8 basketball ice-hockey ___

2 **Complete the conversation with the words in the box.**

record athletics race dark tall team score competitions play

A Who is that [1]___ boy with the [2]___ hair?
B That's Tim. He's a very good athlete. He takes part in a lot of [3]___. He won the 100 metres [4]___ last week. He broke the school [5]___.
A What about you? Are you into [6]___?
B No, I'm not. But I [7]___ football. I play for the school [8]___. We were second in the championships last year.
A Second? That's not bad. Did you [9]___ any goals?
B No, I didn't. I'm the goal keeper!

Language focus

3 **Complete the sentences with the past form of the verbs in brackets.**

1 Tom ___ breakfast early this morning. (eat)
2 He ___ the bus into town. (take)
3 He ___ Jim in a café. (meet)
4 They ___ a coffee. (have)
5 Jon ___ to the shopping centre. (go)
6 He ___ a new video game. (buy)

4 **Write questions and short answers about you in the past simple.**

have a big breakfast

Did you have a big breakfast? / *No, I didn't.*

1 meet a friend last night
2 go to town on Saturday
3 make a pizza last night
4 write an email yesterday
5 have coffee at breakfast
6 see a film on TV

5 **Write questions in the past simple. Then match the questions with answers a–f.**

he / meet / his friends / last weekend
Did he meet his friends last weekend? **a**

1 where / they / go / last night
2 when / she / buy / a computer
3 what / you / have / for dinner
4 they / win / the match / last week
5 you / go / home / early / last night

a No, he didn't.
b Yes, we did.
c On Saturday.
d Pizza.
e No, they didn't. They lost.
f To the cinema.

Communication

6 **EGZAMIN** **Choose the correct responses to the sentences.**

1 Did you have a good weekend?
a Fine, thanks. b Why not? c Not really.
2 I went to a basketball match.
a Oh dear. b Was it good? c OK.
3 I think this is the correct answer.
a Yes, you're right. b Yes, I don't agree.
c It looks like.
4 What did you do on Saturday?
a I play tennis. b I go shopping.
c I watched TV.
5 I think the party is good.
a I don't think so. b I don't think. c OK.

Listening

7 3.08 **Listen to a conversation and complete the sentences.**

Harry played [1]___ on Saturday afternoon. His team [2]___ the match. In the evening, he went to a [3]___.
Kate went [4]___ on Saturday morning. In the afternoon she met Tina at the [5]___ in town. They [6]___ a DVD in the evening. The film was very [7]___. On Sunday Kate played [8]___ with her brother.

Życie rodzinne i towarzyskie, Sport, Człowiek • **Znajomość funkcji językowych** *Wielokrotny wybór*

1 Work in pairs. Which sports do you do? Which do you watch? Which would you like to try?

2 Read the tip. Then match each sentence (1–4) with the sentence (a–d) which has the same meaning. Underline the words that helped you.

WSKAZÓWKA

Napierw przeczytaj uważnie zdania podsumowujące i upewnij się, że rozumiesz ich znaczenie. Słuchając, zwracaj uwagę na wyrazy o podobnym i przeciwnym znaczeniu.

1 I stopped playing because I hurt my leg. ___
2 I'd like to try a new sport. ___
3 I'm not very good at football or tennis. ___
4 I came first in the running race. ___

a I usually do badly at sport.
b I had an injury and couldn't finish.
c I'm good at athletics.
d I'm interested in doing something different.

3 3.09 **EGZAMIN** Usłyszysz dwukrotnie trzy wypowiedzi. Na podstawie informacji zawartych w nagraniu przyporządkuj każdemu monologowi odpowiadające mu zdanie (a–d). Wpisz właściwe litery w miejsca obok rozmówców. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

a I want to be brilliant at my sport.
b I'm not worried when I lose.
c I was ill during the match.
d I helped the opponents to win.

Speaker 1 ___ Speaker 2 ___ Speaker 3 ___

4 You can use charts to help you learn vocabulary. Make your own charts for the words in the box. Work in pairs and use a dictionary.

tennis ice-skating athletics
motor racing boxing

Sport	People	Place	Equipment
football	footballer	football pitch	goal
	goalkeeper	stadium	net
	referee		posts
			football boots

5 **EGZAMIN** Przeczytaj poniższą ulotkę. W zdaniach (1–4) z podanych możliwych odpowiedzi wybierz właściwą, zgodną z treścią ulotki. Zakreśl literę a, b lub c.

Get Fit!

***Get Fit* is an excellent sports centre for all the family.**

Outdoors, there are two full-size football pitches and six tennis courts. These are all new and in excellent condition. There are also basketball courts in the Main Hall.

You can also hire the Main Hall for children's birthday parties. It's easy! You bring the sandwiches and the drinks and we organize the games. We also provide a birthday cake, party bags and take photos of the birthday child.

There's more ...

Our Olympic-size swimming pool is one of the best in the country. That's why we hold many important competitions here.

The pool is open to adults only at lunchtimes (12–2 p.m.) and early mornings (7–9 a.m.).

Swimming lessons are available at all levels and for all ages.

Plus ...

Café selling: healthy snacks, hot and cold drinks.

Opening Times

Mon–Fri 7 a.m.–10.30 p.m.
Sat / Sun 8.30 a.m.–9.00 p.m.

1 The text gives information about
 a competitions at the centre.
 b activities at the centre.
 c courses at the centre.
2 What game can you play indoors at the sports centre?
 a Football. b Basketball. c Tennis.
3 What do parents do at a children's party?
 a Take the photos. b Make a cake.
 c Bring the food.
4 Swimming for adults only is
 a twice a day. b at midday.
 c after nine o'clock in the morning.

6 Write a short description of your ideal sports centre. What facilities are there? What activities are there? Is there a café?

More practice ⇨ Workbook page 78

8 Expedition

Start thinking

1 Where in the world are there jungles?
2 What is the average temperature in Antarctica?
3 What are the mountains between Spain and France called?

Aims

Communication: I can ...

- talk about what to do on an expedition.
- understand an adventure story.
- talk about plans and intentions.
- talk about the weather.
- make predictions about the future.
- make and respond to suggestions.
- write a blog about an expedition.

Exam preparation ⇨ Page 87

Podróżowanie i turystyka

- **Rozumienie ze słuchu**: *Prawda / Fałsz*
- **Znajomość funkcji językowych**: *Wielokrotny wybór*

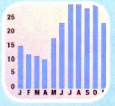
English Plus Options



✚ Extra listening and speaking

The weather forecast

⇨ Page 95



✚ Curriculum extra

Natural science: Weather and climate

⇨ Page 103



✚ Culture

Famous explorers

⇨ Page 111



✚ Cumulative review

Starter–Unit 8

⇨ Page 119

VOCABULARY ● Travel equipment

I can talk about what to do on an expedition.

1 3.14 Match the equipment with photos 1–12 on page 79. Then listen and check. Which four things are not in the photos?

1 *tent*

map compass rope rucksack satellite phone
sleeping bag sunglasses sunscreen gloves
torch stove ~~tent~~ insect repellent helmet
first aid kit waterproof clothes

2 Do the *Rainforest Survival* quiz on page 79. Then check your answers with the key. Do you agree with your result?

Language point: Imperatives

3 Complete the table with imperatives from the quiz. Do we use imperatives for instructions or descriptions?

Affirmative	Negative
Go back.	Don't worry.

More practice ⇨ Workbook page 65

4 Complete the sentences with the affirmative or negative imperative form of the verbs in the box.

swim use forget ~~attack~~ make wear look

Don't attack snakes or other animals.

1 ___ in the river. There are crocodiles.
2 ___ sunscreen every day in summer.
3 ___ your torch in the day. You need it to see at night.
4 ___ at the compass and find north.
5 ___ dinner on the stove.
6 ___ waterproof clothes. It's going to rain.

5 3.15 Listen. Which activity in the box are Amy and Jim going to do? What equipment from exercise 1 are they taking?

kayaking rock climbing caving trekking
mountain biking snowboarding paragliding

6 ACTIVATE Imagine that you are in the rainforest. Invent dialogues using these words and phrases.

Quickly! Hey! Watch out! Please	pass move touch use help look in etc.	the first aid kit! me with this. the tent! that stove! my torch! your sleeping bag! etc.

Quickly! Pass me my torch! / *Why? What's the matter?* / *I think there's a snake in my sleeping bag!*

Rainforest Survival



Imagine you're going to go on an expedition to the Amazon. Can you survive in the rainforest? Read the situations and decide what to do.

1 You can't find your map.
a Go back and look for it.
b Don't worry. It isn't important in the rainforest.

2 Your compass isn't working.
a Look at the moon. It's always in the west.
b Watch the sun. It's always in the west at the end of the day.

3 You haven't got any insect repellent.
a Stay near the river. Mosquitoes don't like water.
b Wear your waterproof clothes.

4 You see a dangerous snake.
a Be quiet. Snakes don't usually attack humans.
b Shine your torch at it. Snakes hate bright lights.

5 You're cold in your tent.
a Light the stove inside your tent to keep warm.
b Get in your sleeping bag.

6 You're hungry and you see some fruit.
a Don't eat it. Maybe it's dangerous for humans.
b Eat a little bit, then wait an hour. Eat more if you're OK.

7 A person in your group can't walk.
a Use your satellite phone and call for help.
b Give the person your first aid kit. Then, go and get help.

Points

1	a: 2	b: 0
2	a: 0	b: 2
3	a: 0	b: 2
4	a: 2	b: 0
5	a: 0	b: 2
6	a: 2	b: 0
7	a: 2	b: 0

Key
More than 10 points: Well done! You can survive in a rainforest if necessary.
Between 6 and 8 points: Not bad! But only go to the rainforest with a group.
Less than 4 points: Stay at home. You're going to be safer there.

Finished?
You are taking a group on a desert survival expedition.
Write instructions using imperatives.
Bring a tent and a sleeping bag.
Don't forget ...

READING ■ An adventure story

I can understand an adventure story.



My brother Peter and I were on a jungle wildlife holiday with six other people and Juan our guide. It was an amazing experience and we saw lots of monkeys, crocodiles and huge snakes. But one morning Peter and I did a very stupid thing.



We wanted to take photos of monkeys. We got up early and walked into the jungle. We didn't have to go far before we heard some monkeys. We were excited and we followed the monkeys for about ten minutes. Suddenly, Peter stopped. He was worried. "I'm not going to walk further," he said. "We'll get lost. I'm going back."

We looked around us. There were trees everywhere. The campsite wasn't far, but we had no idea which direction to take. "I think we are already lost," Peter said. "How are we going to get back? Nobody knows where we are. They'll never find us."

Then it started to rain. Luckily, I had a waterproof coat. We sat on our rucksacks with the coat over our heads. There were loads of mosquitoes and we had no insect repellent. We were scared and miserable.

After two hours, we heard a noise. It was Juan and he was angry. "You're very lucky," he said. But we were very happy. "We're never going to follow monkeys again," we promised. Juan laughed, "Come on. Let's go back to camp."

1 Look at the photos. Where are the people? What are they doing?

2 3.16 **EGZAMIN** Read and listen to Carol's story and choose the best title a–c. What stupid thing did Carol and Peter do?

a Camping in the jungle
b Lost in the jungle
c A jungle adventure

3 **EGZAMIN** Read the text again and write *true* or *false*. Correct the false sentences.

1 Carol was with six other people in the jungle.
2 Carol and Peter went into the jungle early in the morning.
3 They wanted to explore the jungle.
4 Everywhere looked the same in the jungle.
5 They were far from the campsite when they got lost.
6 They waited for two hours in the rain.

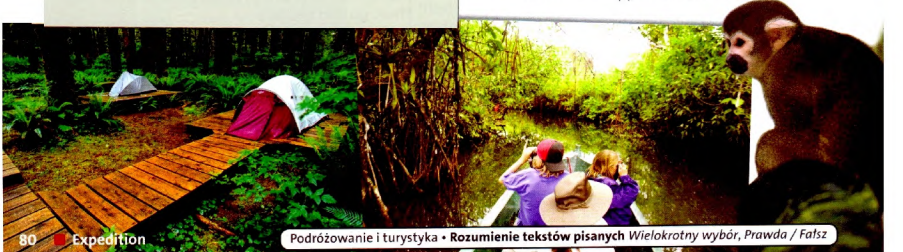
4 **BUILD YOUR VOCABULARY** Find these adjectives in the text. Which adjectives express positive feelings? When did you last feel like this? Write sentences about your experiences using the adjectives. Then compare with a partner.

scared miserable excited lucky angry worried

I was lucky when I found my house keys in the snow.

5 **ABOUT YOU** Ask and answer the questions.

1 How often do you sleep in a tent?
2 Do you like camping? Why / Why not?
3 When was the last time you were lucky or did something stupid?
4 Can you remember a time when you were lost? What happened? How did you feel?



Podróżowanie i turystyka • **Rozumienie tekstów pisanych** *Wielokrotny wybór, Prawda / Fałsz*

LANGUAGE FOCUS ■ *be going to:* affirmative, negative and questions

I can talk about plans and intentions.

8

1 Complete the table with the words in the box.
Do we use *be going to* to talk about the present or the future?

Am are aren't Is isn't going to It

Affirmative and negative		
I	'm / am not going to	walk further. get lost. go back to the campsite.
You / We / They	are / [1]___ going to	
He / She / [2]___	is / [3]___ going to	

Questions				
–	[4]___	I	going to	win?
–	[5]___	he / she / it	[6]___	find them?
–	Are	we / you / they	going to	survive?
How	[7]___	they	going to	get back?

More practice ⇨ Workbook page 65

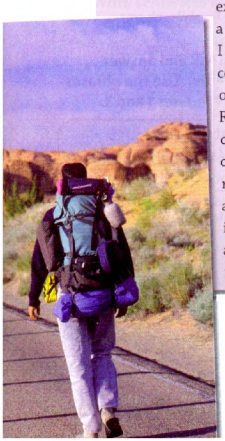
2 Choose the correct words.

1 My friend **is / are** going to walk into town.
2 They **aren't / isn't** going to buy anything.
3 You **isn't / aren't** going to make dinner.
4 They are going to **having / have** a holiday.
5 I **aren't / 'm not** going to use the computer.
6 We're going to **wearing / wear** waterproof clothes.

3 Complete the text with the verbs in the box and the correct form of *be going to*.

eat learn write see not see read ~~walk~~ not travel not take meet phone

Explorer Ray Fines is travelling to the USA on Saturday and he *is going to* walk 5,000 kilometres from New York to Los Angeles. He [1]___ on buses or in cars. He [2]___ his family for ten months, but he [3]___ his wife every week. 'I'm very excited about this expedition,' says Ray. 'I [4]___ a lot of things about the USA. I [5]___ some fantastic countryside and I [6]___ a lot of different people. Ray [7]___ and sleep in cheap hotels. He [8]___ any camping equipment in his rucksack. Ray's friends [9]___ about his expedition on the internet because he [10]___ a blog on his laptop every night.



4 Write questions about Ray Fines. Then ask and answer with a partner.

how / travel — *How is Ray going to travel?*

How is Ray going to travel? / *He's going to walk.*

1 how many kilometres / walk
2 where / start his journey
3 where / finish
4 sleep / in cheap hotels
5 what / see
6 who / meet
7 take / camping equipment
8 what / write every night

Pronunciation: Sentence stress and rhythm ⇨ Workbook page 100

5 ACTIVATE Find out about your partner's future plans. Use the time expressions in A and the phrases in B or your own ideas.

A

this evening tomorrow on Saturday
on Sunday next Monday
in the summer holidays

B

watch TV go shopping meet friends
do sport go on holiday have a party

What are you going to do this evening?

I'm going to watch TV.

Finished?
Imagine the perfect holiday. Write about your plans.
I'm going to have a holiday in Hawaii. I'm going to …

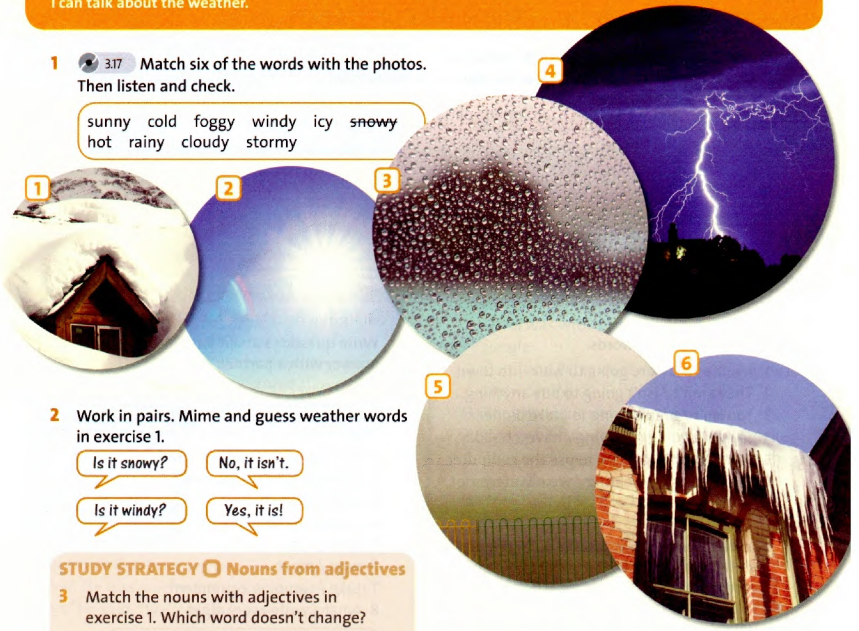
Podróżowanie i turystyka

VOCABULARY AND LISTENING ● Weather conditions

I can talk about the weather.

1 3.17 Match six of the words with the photos. Then listen and check.

sunny cold foggy windy icy ~~snowy~~
hot rainy cloudy stormy



2 Work in pairs. Mime and guess weather words in exercise 1.

Is it snowy? — *No, it isn't.*
Is it windy? — *Yes, it is!*

STUDY STRATEGY ○ Nouns from adjectives

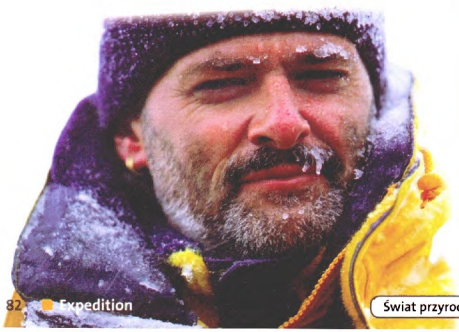
3 Match the nouns with adjectives in exercise 1. Which word doesn't change?

wind storm rain sun snow
cold heat cloud fog ice

4 3.18 EGZAMIN Look at the photo and listen to an interview with Ken Ford. Choose the correct answer.

Ken Ford is going to study ...

a penguins in the Antarctic in the summer.
b polar bears at the South Pole in November.
c ice in the Antarctic in the summer.



5 3.18 EGZAMIN Listen again and write *true* or *false*. Correct the false sentences.

1 Ken is going to walk to the South Pole.
2 He won't see polar bears.
3 He thinks he will see penguins.
4 It won't be very cold in November.
5 It will be very windy there.
6 He's going to take his mobile phone.

6 ACTIVATE Work in pairs. Ask and answer questions about the weather. Use the phrases in the box and words in exercises 1 and 3.

today yesterday last weekend
tomorrow in winter / summer / autumn / spring / November

What's the weather like today?
It's hot and sunny today.
What's the weather usually like in November?
It's usually cold and there's sometimes fog.

Świat przyrody • **Rozumienie ze słuchu** *Wielokrotny wybór, Prawda / Fałsz*

LANGUAGE FOCUS ■ *will* and *won't*

I can make predictions about the future.

8

1 Study these sentences from the interview with Ken Ford. Which are plans and which are predictions?

1 I'm going to walk to the South Pole.
2 It'll be very cold there.
3 I think I'll see penguins.
4 I'm going to study the ice in the Antarctic.

2 Copy and complete the table with *will* and *won't*. What are the long forms of *'ll* and *won't*? Then complete the rules.

will: affirmative and negative		
I / You He / She / It We / You / They	'll / won't [1]___ / won't 'll / [2]___	see penguins. be cold. see polar bears.
will: questions		
Will	I / you / we /they	see polar bears? be cold?
[3]___	he / she / it	
Short answers		
Yes, I / you / we / they / he / she / it will.		
No, I / you / we / they / he / she/ it won't.		

RULES

1 In questions with *will*, the word order is: [1]___ + noun / pronoun + verb.
2 In short answers, the word order is *Yes* / [2]___ + pronoun + *will* / [3]___

More practice ⇨ Workbook page 67

3 Write sentences with *will* and *won't* and the verbs in brackets.

We ___ warm clothes. (take)
We'll take warm clothes.
1 I ___ my mobile phone. (not use)
2 It ___ cold in the Antarctic. (be)
3 I think she ___ me tonight. (phone)
4 You ___ lost because you've got a map. (not get)
5 I hope we ___ penguins. (see)
6 It ___ tomorrow, so you won't need waterproof clothes. (not rain)

4 Read situations 1–6 and make sentences with the phrases in brackets. Use *will* and *won't*.

We've got a compass. (get lost)
We won't get lost.
1 He hasn't got a stove. (eat hot food)
2 We've got a torch. (see in the dark)
3 She's got a new sleeping bag. (be cold)
4 They've got a satellite phone. (talk to friends)
5 You've got sunscreen. (burn in the sun)
6 I haven't got waterproof clothes. (get wet)

5 Write questions about the future using the verbs in the box. Then ask and answer with a partner.

~~be~~ change melt kill study become live

the weather / cold tonight ✘
Will the weather be cold tonight? *No, it won't.*
1 the weather / in the future ✔
2 polar bears / extinct ✔
3 people / in the Arctic ✘
4 scientists / the weather ✔
5 all the Arctic ice / in the next 10 years ✘
6 people / all the mosquitoes ✘

6 ACTIVATE Write predictions about your future. Use the phrases below and your own ideas. Then ask and answer with people in your class.

go to university get married
visit the Antarctic / the USA have children
live in a different country be a scientist
be rich / famous get a job

Will you go to university? *No, I won't. I'll get a job.*

Finished?
Write four predictions about the future. Think about: animals, rainforests, people, countries ...
I think a lot of animals will become extinct.



SPEAKING ■ Making and responding to suggestions

I can make and respond to suggestions.



Jake What's the matter, Tina?
Tina I think we're lost. I can't find the museum on the map.
Jake Oh, great! [1]___
Tina Why don't we find a taxi?
Jake [2]___
Tina Well, what do you suggest?
Jake [3]___
Tina We can't do that. We don't know which bus to get.
Jake All right, then. [4]___
Tina [5]___ Excuse me!

1 Look at the photo. What are Tina and Jake looking at? Why?

2 3.19 **EGZAMIN** Complete the dialogue with sentences a–e. Then listen and check.

a That's a good idea!
b I'm not sure about that.
c Let's ask someone.
d How about getting the bus?
e What are we going to do?

3 3.20 Listen to the key phrases. Which phrases are for making suggestions and which are for responding? Then practise the dialogue in exercise 1.

KEY PHRASES ○ Making and responding to suggestions

Why don't we (find a taxi)?
I'm not sure about that.
How about (getting the bus)?
We can't do that.
Let's (ask someone).
That's a good idea!

4 3.21 Read the dialogue. Which do you think are the correct suggestions? Listen and complete. Then practise with a partner.

1 carry Laura / stay here
2 go to a doctor / find a taxi
3 phone her mum / phone the school

Jake What's the matter?
Tina Laura fell and hurt her leg. She can't walk.
Jake What are we going to do?
Tina Let's [1]___.
Jake We can't do that. It's getting late.
Tina How [2]___.
Jake I'm not sure about that.
Tina Why [3]___.
Jake OK. That's a good idea.

5 **ACTIVATE** Look at the situations. Make new mini-dialogues with a partner. Use the dialogue in exercise 4 to help you.

1 I'm bored.
study English / watch a DVD / go to bed early
2 It's raining.
stay at home / go to a café / visit a museum
3 I'm hungry.
go to a restaurant / buy a sandwich / make a pizza

I'm bored! Why don't we watch a DVD?

WRITING ■ A blog

I can write a blog about an expedition.

8

1 Read the model text and answer the questions.

1 Is the writer at the campsite on 15th August?
2 What's the weather like on the first day of the expedition?
3 What day did the writer go kayaking?
4 What happened when he went kayaking?
5 When is the writer going to go walking in the mountains?

2 Study the key phrases. Decide whether each phrase is about the past, the present or the future.

KEY PHRASES ○ Writing a blog

Here I am in my
We're going to stay
We had a ... time.
I'm going to go on an ... next
This is me in my

Saturday 15th August

I'm going to go on an expedition next Saturday. We're going to stay in a campsite in the Pyrenees. I'm going to take my laptop, so I can continue this blog.

Saturday 22nd August

Here I am in my tent. It's hot and sunny and we're staying next to a river. I'm going to take loads of photos because the mountains are spectacular. We're going to go kayaking on the river later.

Sunday 23rd August

This is me in my kayak. We had a fantastic time, but the river was really cold. I fell in the water five times, so I know! We're going to walk in the mountains tomorrow. I'm going to take my compass ... and a first aid kit!



Podróżowanie i turystyka

Language point: *so*

3 Match 1–6 with a–f and write sentences using *so*.

I'm going to take my laptop, so I can continue this blog.
I fell in the water five times, so I know!

1 It's rainy.
2 We haven't got a tent.
3 It's interesting.
4 It's hot.
5 We're lost.
6 It's cold.

a I'm going to swim in the river.
b We're going to wear waterproof clothes.
c We're going to get into our sleeping bags.
d We aren't going to go camping.
e I'm going to write a blog about it.
f I'm going to look at the map.

4 ACTIVATE Follow the steps in the writing guide.

○ WRITING GUIDE

A TASK

Write a blog about an expedition.

B THINK AND PLAN

Day 1
Think of the details of your expedition:
Where? (e.g. hiking in the Alps, cycling in the Tatras) When?
What equipment are you going to take?
Day 2
Describe the weather and the place.
What activities are you going to do later? (e.g. caving, rock climbing, trekking, mountain biking, etc.)
Day 3
What were the activities like?
What are you going to do tomorrow?

C WRITE

Write your blog. Follow the model text and use the key phrases.

D CHECK

- sentences with *so*
- spelling and punctuation

Vocabulary

1 **Match the words in the box with the definitions.**

gloves stove insect repellent compass sunscreen sunglasses rucksack torch

1 You carry it on your back.
2 You use it to see in the dark.
3 You need it in hot and sunny weather.
4 You wear them on your hands.
5 You wear them when it's sunny.
6 It kills mosquitoes.
7 You cook food on it.
8 It shows you the direction.

2 **Write the adjective form of these nouns.**

wind sun fog snow cloud storm ice rain heat cold

wind – windy

Language focus

3 **Write affirmative and negative sentences using the correct form of *be going to*.**

(not hunt animals / take photos)
I'm not going to hunt animals. I'm going to take photos.

1 Emma (not take a tent / sleep outside)
2 the students (not study / explore the rainforest)
3 he (not travel by boat / fly)
4 we (not ask someone / look at the map)
5 you (not catch the frogs / count them)
6 they (not have any hot water / wash in the river)

4 **Write questions using *be going to*. Then match the questions with the answers a–h.**

How are they going to travel? g

1 what equipment / Lucy / take
2 be hot / there
3 you / take photos
4 what / you / do there
5 what / they / see
6 what / Tim / wear
7 they / go by train

a Yes, I am.
b Waterproof clothes.
c A map and a camera.
d Yes, it is.
e I'm going to take photos of animals.
f No, they aren't.
g In a canoe.
h Polar bears.

5 **Order the words to make questions with *will*. Then write short answers.**

be / the weather / tomorrow / will / cold ✘
Will the weather be cold tomorrow? No, it won't.

1 a / scientists / will / new species / find ✔
2 see / monkeys / you / in the jungle / will ✔
3 it / next winter / a lot / will / snow ✘
4 arrive / we / early / will ✔
5 need / waterproof clothes / you / will ✘
6 win / will / the match / they ✘

Communication

6 **Complete the mini-dialogues with the words in the box.**

don't about Let's matter like

1 A What's the weather ___ today?
 B It's hot and sunny.
2 A I'm really tired.
 B Why ___ you go to bed early tonight?
3 A What's the ___?
 B I'm bored.
4 A It's raining.
 B ___ watch a DVD.
5 A How ___ going to a restaurant?
 B We can't do that.

Listening

7 3.22 **Listen and choose the correct words.**

Anna is going to travel to the ¹**Arctic / Antarctic**. Anna is ²**an explorer / a scientist**. She's going to study the ³**weather / ice** there. She's going to go in ⁴**June / July** because it'll be summer then. It will be sunny, but it will also be quite ⁵**cold / windy**. The North Pole is ⁶**warmer / colder** than the South Pole. The average temperature in summer is about ⁷**0° / 10°**Celsius. She's going to take a ⁸**mobile / satellite** phone, so she can talk to her family.



1 Work in pairs. Name the activities. Which of these would you like to do on holiday? Why?

2 3.23 Read the tip. Then listen to the mini-dialogues and choose the correct answer. Why did you choose that answer?

WSKAZÓWKA

W zadaniu polegającym na określeniu kontekstu danej sytuacji musisz odpowiedzieć na pytania dotyczące tego, gdzie odbywa się rozmowa lub kto bierze w niej udział. Czasem nie wynika to z konkretnych wyrazów użytych w dialogach lub wypowiedziach i należy wysłuchać całego nagrania, żeby poznać odpowiedź. Staraj się usłyszeć słowa lub zwroty kluczowe, charakterystyczne dla danego miejsca. Ważnych informacji dostarczy ci też sposób, w jaki zwracają się do siebie rozmówcy.

1 Where are they?
a In a library. b In a supermarket.
2 Who are they?
a A parent and a child. b Friends.
3 What are they talking about?
a A trip to the cinema. b A holiday.

3 3.24 Listen to the conversation and choose a, b or c.

The conversation is taking place
a in a sports centre. b at a campsite.
c in a shop.

4 3.24 **EGZAMIN** Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu zaznacz w tabeli znakiem X, które ze zdań (1–3) są zgodne z treścią nagrania (*True*), a które – nie (*False*).

	True	False
1 The boy needs to buy a tent.		
2 The boy wants a first aid kit.		
3 The woman predicts bad weather.		

5 Read the tip. Then read the options (1–3). What do you think the options are responses to? Match them with the ideas a, b or c.

WSKAZÓWKA

Przeczytaj odpowiedzi i zastanów się szybko, jak mogły brzmieć zadane pytania. Być może w nagraniu usłyszysz pytanie, które przewidziałeś/przewidziałaś.

1 I'm not sure about that. ___
2 I like going to the beach. ___
3 That's very nice of you. ___

a asking about likes and dislikes
b making an offer
c making a suggestion

6 3.25 Listen and check.

7 3.26 **EGZAMIN** Usłyszysz dwukrotnie cztery krótkie wypowiedzi (1–4). Każdej z nich przyporządkuj właściwą reakcję. Zakreśl literę a, b lub c.

1 a Let's go camping. b That's a good idea.
c Not really.
2 a I enjoy kayaking and trekking.
b I like holiday activities.
c I often go on holiday.
3 a Yes, I do. b Cold and foggy.
c It's windy today.
4 a I like sunshine. b I love going on holiday.
c I don't know.

8 Write questions or sentences for the options you did not choose in exercise 7.

More practice ⇨ Workbook page 79

+ EXTRA LISTENING AND SPEAKING ▢ Identifying people

1

I can talk about people in a photo.

1 Look at photo A. Where is this photo from?

a a photo album
b a mobile phone
c a website

2 1.17 **EGZAMIN** Study the key phrases. Listen to the conversation and match the names with 1–3 in photo A. Who is not in the photo?

Jan Dan Maria Lucas Emma

KEY PHRASES ▢ Talking about a photo

in the middle on the right at the back
on the left next to

3 1.17 Listen again and answer the questions.

1 What's Dan's website about?
2 What's Lucas good at?
3 What does Maria like?
4 What's Jan got?

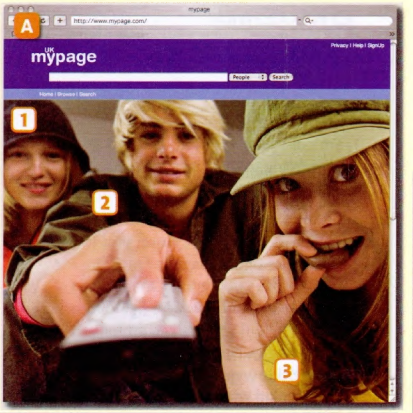
4 1.18 Look at photo B. Listen and repeat the dialogue.

Emma Hey, Dan. Look at this photo of me and my friends.
Dan Who's that in the middle?
Emma That's my friend, Chen. He's very good at sport.
Dan And who's that next to Chen?
Emma That's Tim. He's got a cool hat.

5 **ACTIVATE** Look at photo C and think of names and interests for the people. Then ask and answer questions using the key phrases.

Who's that at the back?

That's Tom. He's into music.







+ EXTRA LISTENING AND SPEAKING ☐ Giving personal information

2

I can understand and give personal information.

1 Match the personal information with the words in the box.

email address name postcode
phone number

1 Mark Ward
2 OX3 9HP
3 07691 405663
4 mark@mymail.com

2 1.32 Listen to a phone conversation. Where's the receptionist?

a shopping centre an internet café
a sports centre a library

3 1.32 Study the key phrases. Then listen to the conversation again. Copy and complete the missing information.

KEY PHRASES ☐ Giving information

0 = oh, zero 77 = double seven
@ = at . = dot

Name
Julia [1]___

Postcode
[2]___ 7QJ

Home phone number
[3]___ 86432

Mobile phone number
07781 [4]___

Email address
[5]___ @mymail.com

4 1.33 Listen and write the phone numbers you hear. Then listen and repeat.



5 1.34 Listen and repeat the dialogue.

Receptionist	What's your name?
Mark	Mark Ward.
Receptionist	What's your postcode?
Mark	OX3 9HP.
Receptionist	And your phone number?
Mark	It's 07691 405663.
Receptionist	What's your email address?
Mark	It's mark@mymail.com.

6 ACTIVATE Change the words in blue in exercise 5 and practise a dialogue about Susan Tanner. Then change roles and practise a new dialogue using your personal information.

Susan Tanner
susantanner44@bigpost.net
GU7 2HT
01483 22674

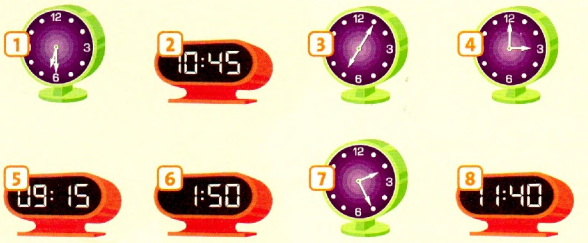
+ EXTRA LISTENING AND SPEAKING ☐ Talking about timetables

3

I can tell the time and say when I do things.

1 Match the clocks with the times in the box.

three o'clock five past seven quarter past nine twenty-five past two
half past six ten to two twenty to twelve quarter to eleven



2 1.47 Listen and write the times you hear. Then listen and repeat.

1 10:20

3 1.48 Listen to a phone conversation. How many sports does Matt ask about?

4 1.48 Study the key phrases. Then listen to the conversation again and complete the timetable.

KEY PHRASES ☐ Talking about timetables

What time does the swimming pool open / close?
What time does it start / finish?
At eight o'clock.
From five o'clock to quarter past six on Monday.

5 1.49 Look at the timetable. Listen and repeat the dialogue.

David — What time's the swimming pool open on Wednesday?
Receptionist — It's open from quarter to ten to eight o'clock.
David — When's basketball?
Receptionist — It's on Tuesday at quarter to four.
David — What time does it finish?
Receptionist — It finishes at quarter past five.

6 ACTIVATE Change the words in blue in exercise 5 using information in the timetable. Then practise your new dialogue with a partner.

	MONDAY	TUESDAY	WEDNESDAY
Swimming pool	9.45 a.m. 8.00 p.m.	10.30 a.m. [1] ___	9.45 a.m. 8.00 p.m.
Taekwondo			[2] ___ 6.00 p.m.
[3] ___	4.45 p.m. [4] ___		
Basketball		3.45 p.m. 5.15 p.m.	



+ EXTRA LISTENING AND SPEAKING ▢ Talking about future arrangements

4

I can talk about my plans.

1 Study the key phrases. Then say dates 1–6.

KEY PHRASES ▢ Saying dates

31st July = the thirty-first of July
22nd May = the twenty-second of May
23rd February = the twenty-third of February
5th April = the fifth of April

1 1st June
2 14th October
3 3rd December
4 30th August
5 2nd January
6 9th September

2 2.13 Listen and write the dates you hear. Then listen and repeat.

3 2.14 Listen to a conversation. Where are Steve and David going?

4 2.14 Listen to the conversation again and complete the website.

5 2.15 Listen and repeat the dialogue.

Ruby There's a concert at *The Ice Club* on 6th November. I'm going with Sally. Do you want to come?
Paul No, sorry, I'm busy. I'm staying with my grandparents that weekend. It's my granddad's 80th birthday on the 3rd. We're having a party.
Ruby That's a pity.

6 ACTIVATE Change the words in blue in exercise 5 using your own ideas. Then practise your new dialogue with a partner.



+ EXTRA LISTENING AND SPEAKING ☐ Ordering food

5

I can order food and drink.

1 Study the key phrases. Then say prices 1–6.

KEY PHRASES ☐ Saying prices

50p = fifty pence
£3.00 = three pounds
£1.40 = one pound forty
£3.09 = three pounds and nine pence

1 £4.50
2 70p
3 £2.80
4 £7.20
5 46p
6 £6.07

2 2.31 Listen and write the prices you hear. Then listen and repeat.

3 2.32 EGZAMIN Listen to the conversation and write Lily or Joey.

Menu
cheeseburger *Joey*
chips [1]___
ham sandwich [2]___
chocolate ice cream [3]___
fizzy drink [4]___
apple juice [5]___

4 2.32 Listen again and answer the questions.

1 What food does Lily like?
2 What is Joey's favourite food on the menu?
3 How much are the ice creams?
4 How much do they pay?

5 2.33 Listen and repeat the dialogue.

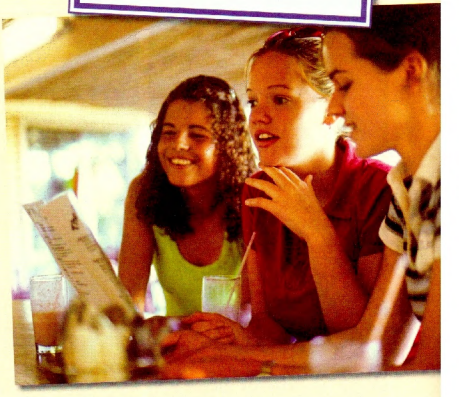
Man Hello. Can I help you?
Jenny Yes. Can I have pasta and salad, please?
Man Yes, of course. Do you want a drink?
Jenny A fizzy drink, please.
Man Here you are. Anything else?
Jenny No, thanks. How much is that?
Man That's £4.10, please.
Jenny Here you are.
Man Thanks.

6 ACTIVATE Study the key phrases below. Then change the words in blue in exercise 5 using information in the menu and practise your new dialogue with a partner.

KEY PHRASES ☐ Ordering food

Can I help you? — Can I have ..., please?
Do you want ...? — Anything else?
How much is that? — That's ... please.





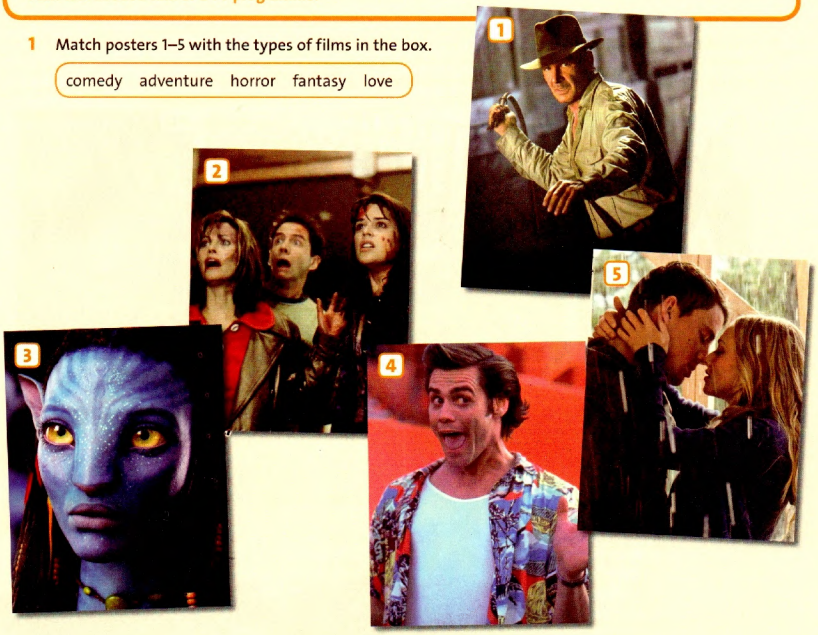
+ EXTRA LISTENING AND SPEAKING ▢ Talking about a film

6

I can talk about a film or a TV programme.

1 Match posters 1–5 with the types of films in the box.

comedy adventure horror fantasy love



2 2.48 Listen to three dialogues and guess the types of films.

3 2.49 **EGZAMIN** Listen to a conversation. What type of film did Lucy watch last night?

4 2.49 Study the key phrases. Then listen to the conversation again and answer the questions.

KEY PHRASES ▢ Talking about films

Did you do anything interesting?
What was it called?
Was it good?
How about you?
We watched a (DVD).

1 Why didn't Lucy sleep?
2 What time did Beth's parents arrive home?
3 Why were her parents surprised?
4 What did Tom do last night?
5 What are Lucy's favourite films?

5 2.50 Listen and repeat the dialogue.

Alex Did you do anything interesting last night?
Lisa No, I watched a film on TV.
Alex What was it called?
Lisa *Ocean Paradise*. It's an adventure story.
Alex Was it good?
Lisa It was quite exciting. How about you? Did you go out?
Alex No, I watched a TV programme about Ancient Greece.
Lisa That sounds boring.
Alex It was!

6 **ACTIVATE** Change the words in blue in exercise 5 using your own ideas. Then practise your new dialogue with a partner.

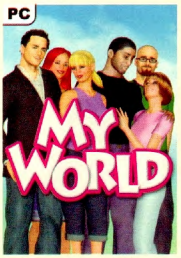
+ EXTRA LISTENING AND SPEAKING ▢ Talking about video games

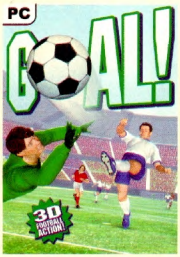
I can talk about video games I have played.

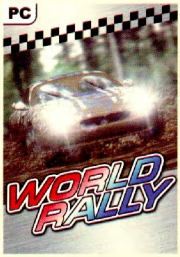
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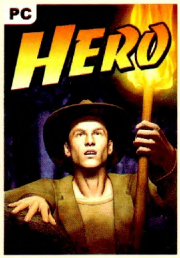
1 Match the games with the categories in the box.

driving and racing simulation action and adventure football









2 3.10 Study the key phrases. Then listen to the conversation and complete the table.

KEY PHRASES ▢ Talking about video games

What did you think of it?
What's your score for it?
8/10 = eight out of ten
It was fun / great / exciting.
It was boring / complicated / terrible.

	Ellie's game	Tom's game	Anna's game
Title	*My World*	[3]__	[5]__
Score	[1]__	8/10	[6]__
Opinion	[2]__	[4]__	terrible

3 3.10 Listen again. Choose the correct words.

1 In Ellie's game, the players are **helpers** / **designers**.
2 Ellie was bored after one **hour** / **day**.
3 Tom's game has got very **good** / **bad** graphics.
4 You **create** / **drive** cars in Tom's game.
5 In Anna's game, the **characters** / **rules** are complicated.

4 3.11 Listen and repeat the dialogue.

Tim Which game did you play?
Lisa I played *Goal!*. It's a football game.
Tim What did you think of it?
Lisa It was great. You play football for a top team.
Tim What's your score for it?
Lisa Nine out of ten.



5 ACTIVATE Change the words in blue in exercise 4 using your own ideas. Then practise your new dialogue with a partner.

Sport

+ EXTRA LISTENING AND SPEAKING ☐ The weather forecast

8

I can say what the weather is going to be like next weekend.

1 Match symbols 1–5 with the words in the box.

temperature rain sun wind cloud



2 3.27 Study the key phrases. Then listen to the weather forecast and complete the table with the information.

KEY PHRASES ☐ Talking about the weather

What's the weather going to be like?
in the north / south / east / west
on the north coast
twenty-two degrees (22°C)

	Edinburgh	London	Brighton
Type of weather	1 ___	3 ___	5 ___
Temperature	2 ___	4 ___	6 ___

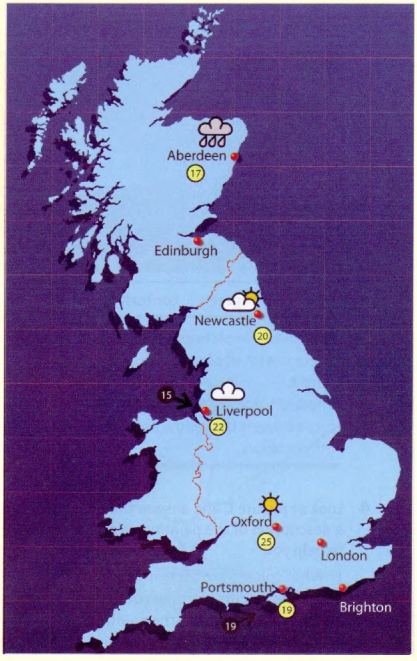
3 3.27 Listen again and answer the questions.

1 What season is it?
2 What's the weather like today?
3 What day of the week is the weather forecast for?
4 What's the weather going to be like in Edinburgh?
5 Why is it cooler on the south coast?

4 3.28 Listen and repeat the dialogue.

Helen I'm going to be in Brighton at the weekend. What's the weather going to be like?
Ben I think it's going to be sunny.
Helen What about the temperature?
Ben It's going to be about 20°.
Helen Is it going to be windy?
Ben Yes, it is.

5 ACTIVATE Look at the map. Change the words in blue in exercise 4 using information on the map. Practise your new dialogue with a partner.

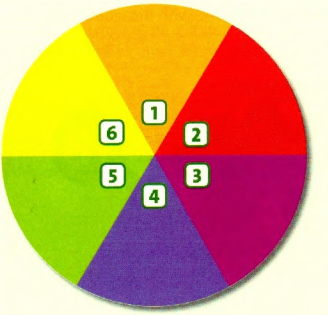


✚ CURRICULUM EXTRA ▢ Visual arts: Colour

I can describe the use of colour in a picture.

1 Match the words with colours 1–6 on the colour wheel.

blue orange green purple red yellow



2 1.19 Check the meaning of the words. Then listen and complete the sentences.

secondary warm complementary ~~primary~~ contrast cool

1 Red, yellow and blue are primary colours.
2 Orange, green and purple are ___ colours.
3 Red, orange and yellow are ___ colours.
4 Green, blue and purple are ___ colours.
5 Red and green, orange and blue, and yellow and purple are ___ colours.
6 Two complementary colours next to each other create a ___.

3 Look at pictures A and B and complete the texts with the words in the boxes.



cool green contrast

The colours in picture A are [1]___. There is a lot of blue, [2]___ and purple.
There is some yellow too. There is a [3]___ between the yellow and the other colours.



complementary warm blue

There are [4]___ and cool colours in this picture. There is a contrast between the [5]___ sky and the orange wheat field. These colours are [6]___ colours.

4 Look at picture C and answer the questions. Then write a description of the painting using the texts in exercise 3 to help you.



1 What colours are there in the painting?
2 Are the colours warm or cool?
3 Is there a contrast in the painting?
4 Are there complementary colours in the painting?

5 ACTIVATE Choose a picture you like and answer the questions in exercise 4. Write a description of the picture.

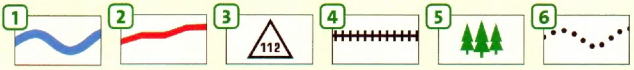
+ CURRICULUM EXTRA ▢ Geography: Reading a map

I can ask and answer questions about a map.

2

1 1.35 Check the meaning of the words and match them with symbols 1–6. Read and listen to the text and check your answers.

path hill railway forest river road



2 Read the text again. What other symbols are on a map?

MAPS

A map is a representation of a place. It's got a scale and a legend. A scale of 1:100,000 means that one centimetre on the map equals 100,000 centimetres, or one kilometre, in the place.
There are some symbols in the legend. An area with green trees is a forest and a blue line is a river. A black dotted line is a path. There is a small black triangle and a number for a hill. The number, for example 279, means that the hill is 279 metres high. Red lines are roads, and a railway is a black line with smaller lines on it. A black circle on a railway is a train station. A red area is a city or town. Next to the red area is the name of the city.

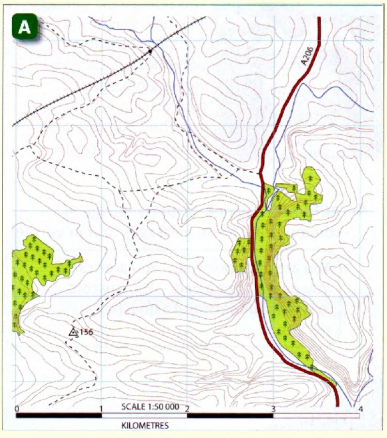
3 Look at map A and choose the correct words.

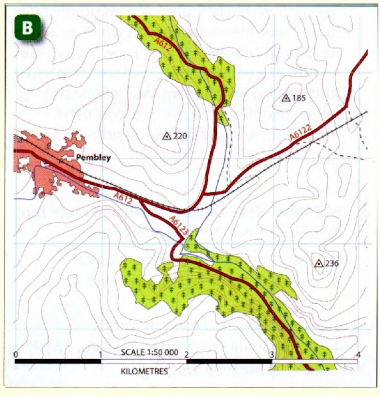
The scale is [1] **1:100,000** / **1:50,000**. There are a lot of [2] **paths** / **railways** on this map, and there's one [3] **hill** / **forest**. It is [4] **246** / **156** metres high. There's also a big [5] **town** / **road** and a [6] **train station** / **city** on the map.

4 Look at map B and answer the questions.

1 What is the scale of the map?
2 How many hills are there on this map?
3 How high are they?
4 How many forests are there?
5 Are there any roads on the map?
6 Is there a railway?
7 Are there any paths on the map?
8 Is there a city on the map? What's it called?

5 ACTIVATE Work in pairs and draw a map of a place you know or an imaginary place. Then work with another pair and ask and answer the questions in exercise 4 about your maps.





+ CURRICULUM EXTRA Language and literature: Non-verbal language

3

I can understand a text about different ways to communicate.

1 Check the meaning of the words and match them with faces 1–5.

happy tired confused angry surprised

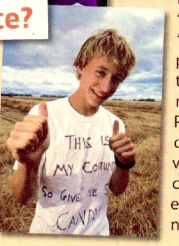


2 1.50 Read and listen to the text. What is non-verbal language? Is it important?



How do people communicate?

When we speak, we use words, but we also use non-verbal language. We communicate only 7% of the message with words or verbal language. Non-verbal language doesn't use words. In a conversation, we listen to people, but we also watch them. We understand when people are happy, sad, confused or angry. We use facial expressions and gestures.



Imagine you are in a café in China, but you don't speak Mandarin. A Chinese woman asks you a question and you say, 'Sorry, I don't understand.' She doesn't speak your language, but she understands you. That's because you look confused. The woman understands your non-verbal language.

In writing, we also use non-verbal language. Colours communicate important information. Everybody understands that red means 'stop' or 'dangerous'. Green means 'go' or 'safe'. We also use pictures and symbols. In this book, a CD symbol means 'listen to the CD'. People from different countries use different verbal languages to communicate, but everybody understands non-verbal language.

3 EGZAMIN Read the text again and write *true* or *false*. Correct the false sentences.

1 Most communication is non-verbal.
2 Verbal language is language with facial expressions.
3 People use gestures in conversation.
4 It's impossible to understand someone if we don't speak their language.
5 Red and green communicate the same information everywhere.

4 ACTIVATE Use non-verbal language to communicate these messages to your partner.

You are disappointed. You are scared.
You haven't got a pen. You are cold.
You don't understand a question.
It's late.

Człowiek • **Rozumienie tekstów pisanych** *Prawda / Fałsz*

+ CURRICULUM EXTRA ▢ Natural science: Animals

4

I can talk about the different animal groups.

1 Check the meaning of the words and complete the text with five of the words.

feathers scales legs hair wings lungs fins ~~backbones~~ gills

2 2.16 Read and listen to the text. Check your answers in exercise 1. Then answer the questions.

1 Which type of animal doesn't live on land?
2 Which types of animal have got scales?
3 Which type of animal has got hair?
4 How are snakes different from other reptiles?
5 Which type of animal is different when it's older?
6 Which type of animal feeds its babies milk?

3 Which group are these animals from? Use the chart to classify them.

chameleon shark bear owl

1	Does it feed its babies milk? Yes. It's a mammal.	No. Go to number 2.
2	Has it got feathers and wings? Yes. It's a bird.	No. Go to number 3.
3	Has it got fins? Yes. It's a fish.	No. Go to number 4.
4	Has it got scales? Yes. It's a reptile.	No. It's an amphibian.

4 ACTIVATE Think of an animal. Ask and answer the questions in exercise 3 and your own questions with a partner. Guess the animal.

Vertebrates

Vertebrates are animals with **backbones**. The following groups are the different types of vertebrates.



Fish

Fish are cold-blooded animals and they live in water. They have got scales and [1]___. They haven't got lungs. They have got gills instead. Most fish lay eggs and they don't look after their babies.



Amphibians

When amphibians are young, they live in water and they haven't got lungs. When they are adult, they've got lungs and four [4]___, for example, frogs and toads. They lay their eggs in water, but they don't live in water all the time.

Mammals

All mammals are warm-blooded and they feed their babies milk. Most mammals live on land, for example, humans and dogs. Some mammals, like whales, live in water, but they haven't got gills. They have all got [2]___. Most of them have got hair and four legs.



Reptiles

Most reptiles live on land. They have got lungs and scales, but not gills. They haven't got any wings or feathers, and they haven't got fins or [5]___. All the animals in this group, for example chameleons and lizards, have got four legs, except for snakes. They are cold-blooded animals and many of them live in warm places.



Birds

Birds live on land, but some of them look for food in water. They have got [3]___, two legs and two wings. Some birds like ostriches and kiwis can't fly. All birds lay eggs and they feed their young.



+ CURRICULUM EXTRA Physical education: Rules of a game

5

I can explain the rules of a team sport.

1 Match the verbs with actions 1–7.

catch pass bounce kick shoot score throw



2 2.34 Read and listen to the text. How many players are there on the court in a basketball game?

A basketball game

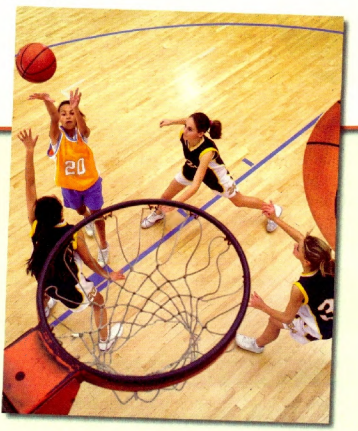
Basketball is from North America and all schools in the USA have got a basketball team. It's also popular in Britain today and many schools have basketball teams for both girls and boys.

Aims of the game

In a basketball game, two teams play on a court. There are two baskets, one at each end of the court. There are five players in a team and there are six extra players called substitutes. These players change with the others during the match. The aim of the game is for the players to shoot the ball into the basket. The team scores points when the ball goes in the basket. At the end of the game, the team with more points is the winner.

Rules

Basketball is a very fast game and there are a lot of rules to learn. A professional game in North America lasts forty-eight minutes with a fifteen-minute break in the middle. You can run and bounce the ball or pass the ball to a player on your team. You can only use one hand to bounce the ball and you can't bounce the ball, catch it and then bounce it again. It's forbidden to kick the ball or to throw it out of the court. You can jump when you shoot the ball into the basket. If you break any of these rules, the other team gets the ball.



3 Read the text again and answer the questions.

1 Where is basketball from?
2 What do the substitutes do?
3 How long is a basketball game?
4 How many hands can you use to bounce a ball?
5 Can you kick the ball?
6 What happens when a player breaks a rule?

4 ACTIVATE Choose a different sport from the box and write three rules. Use the verbs in exercise 1. Your partner guesses the sport.

football volleyball handball rugby

+ CURRICULUM EXTRA ☐ Language and literature: Myths and legends

I can talk about myths and legends.

1 Match the words with pictures 1–5.

god mountain goddess thunder war



2 2.51 Read and listen to the text. Which days of the week are missing?

3 Read the text again. Choose the correct words.

1 Norse people lived in the **north** / **south** of Europe.
2 Tyr is the god of **war** / **love**.
3 Thor was Woden's **father** / **son**.
4 Thor was the god of **thunder** / **war**.
5 Frigg was a **god** / **goddess**.

4 Look at the pictures below. The Norse people used them for the other days of the week. Write the correct days.



1 ___day 2 ___day 3 ___day

5 ACTIVATE Work in pairs. Write about a character from a popular myth or legend in your country. Use the questions below to help you. Then ask and answer questions with another pair and guess the character.

1 Where and when did the character live?
2 Who was he / she? (a god / goddess, a king / queen, other ...)
3 Was the character a good or a bad person?
4 What was he / she like?
5 Do people use the name of the character for a thing or a place?

Norse Gods & Goddesses

The Norse people lived in the north of Europe a long time ago. They had many stories about gods and goddesses. We use the names of some of these gods and goddesses for the days of the week in English.

Tyr

The Norse god Tyr was the god of war and he lived on a high mountain. His name became Tuesday.

Woden

Wednesday is Woden's Day. Woden was the father and ruler of all the gods. Woden was more important than all the other gods.

Thor

Thor was the god of thunder and he was very big and strong. The Norse people used his name for Thursday. It means Thor's day. Thor lived with his wife and children. There are many stories about Thor's life.

Frigg

Friday comes from Frigg's Day. Frigg wasn't a god; she was an important goddess and she was very pretty. Everyone loved her. In some languages, her name means 'wife' or 'love'.

✚ CURRICULUM EXTRA ▢ Technology: The internet

I can understand a text about the history of the internet.

7

1 Read the introduction of the text. Which of the things in blue do you do on the internet?

2 3.12 Read and listen to the text. What invention was very important for the development of the internet?

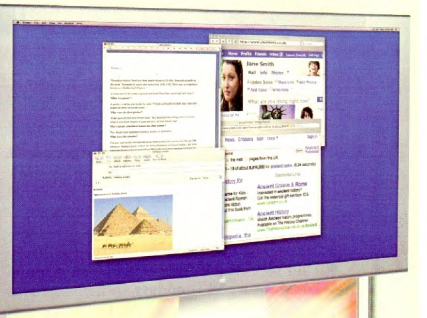
3 Read the text again and answer the questions.

1 What was the first name for the internet?
2 Who used the internet in the early days?
3 What did Ray Tomlinson do?
4 Why did Tim Berners-Lee use the symbol 'ch' in his website address?
5 Why did universities create search engines?

4 ACTIVATE Do a survey about how people use the internet. Ask four students about the things in blue in the text. Then write four sentences using the phrases in the box.

All four people ... Two / Three people ...
One person ... Nobody ...

All four people write emails. Two people buy music. Nobody downloads e-books.



http://www.theinternet.com/

The internet

Where do you look for information, play games, watch videos, download e-books and buy music? What do you use to write emails or chat to friends on websites like Facebook or MySpace? More than 1.5 billion people do these things on the internet every day. Today, the internet is all over the world, but fifty years ago it did not exist.

The internet started in 1969 in the USA. It was called ARPANET at first, but its name soon changed to 'the internet'. Universities used it to communicate ideas and information. In those days, computers were enormous machines and not many people used them.

This began to change in 1971 when Ray Tomlinson, an American engineer, sent the first email message. He chose the symbol @ on his keyboard to identify his email address.

The internet didn't become really popular until Tim Berners-Lee, an English scientist, invented the World Wide Web in 1989. His invention was very important because it became possible to do a lot more things on the internet like listening to music and watching videos. He created the first website and named it info.cern.ch. He used the symbol 'ch' for Switzerland because he worked in Geneva.

After that, people created millions of websites on every topic. At first, it wasn't easy to find information, so in the early 1990s many universities developed search engines. Lycos was one of the first of these and later, Yahoo! and Google became very popular.

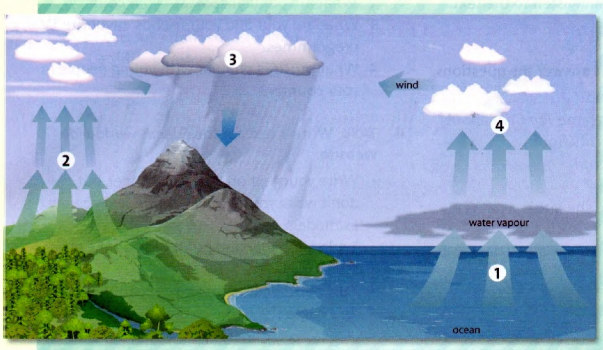
Today, you don't need a big computer to go on the internet. You can use a smart phone or a laptop with a wi-fi connection. Internet technology is changing all the time and it is changing our lives.

+ CURRICULUM EXTRA ▢ Natural science: Weather and climate

8

I can understand and use weather charts.

The water cycle



When it's [1]**cloudy / sunny**, the water in rivers and oceans becomes warmer. Some of the water becomes [2]**water vapour / rain**, and it goes into the air. This process is called evaporation.

Water from plants and trees also goes into the [3]**ocean / air**. This process is called transpiration.

When the water vapour travels higher, it becomes [4]**colder / warmer**. The water vapour becomes water again, and this makes [5]**clouds / ice**. This process is called condensation.

[6]**Fog / Wind** moves the clouds over the land and it starts to rain. When it's very cold, it snows. The rain or snow is called precipitation. This water goes into rivers and oceans, and then the water cycle starts again.

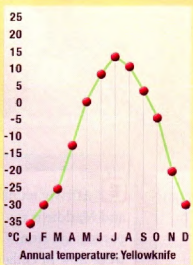
1 3.29 Read the text and choose the correct words. Then listen and check your answers.

2 Read the text again and match the words in the box with labels 1–4 in the picture.

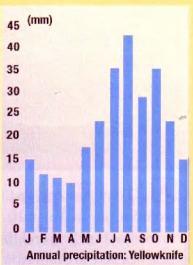
evaporation transpiration precipitation condensation

3 Look at the weather charts for the average precipitation and temperature in Yellowknife and read the text. Find three mistakes in the text.

Yellowknife is in the north of Canada. It's on the Yellowknife River and it's about 400 kilometres south of the Arctic. It isn't a rainy city, but it's very cold and snowy in summer. There's more precipitation in the winter than in the summer. It's colder in December than in any other month of the year.



Annual temperature: Yellowknife



Annual precipitation: Yellowknife

4 ACTIVATE Look at the information about the average precipitation and temperature in Oxford. Draw two weather charts like the ones in exercise 3 to show the information.

	Jan	Feb	Mar	Apr	May	June	July	Aug	Sep	Oct	Nov	Dec
precipitation (mm)	52.3	41.0	41.7	43.3	51.5	54.5	61.1	59.3	60.9	65.5	62.0	55.4
temperature °C	3.7	4.2	5.8	8.4	11.7	14.9	16.6	16.2	13.8	10.1	6.4	4.4

+ CULTURE Young people around the world

I can write about my favourite sports and interests.

1 1.20 Look at the photos and guess what the people's interests are. Who would you like for a friend? Then read and listen to the text. Check your answers.

2 Read the texts again and answer the questions.

1 What sports is Zak into?
2 What is the TV programme *Top Gear* about?
3 Where are John's parents from?
4 Who is Thabo Sefolosha?
5 Where is Carla's home?
6 What type of music is she into?

3 YOUR CULTURE Answer the questions.

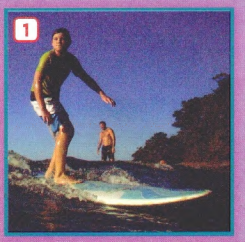
1 Where are you and your parents from?
2 What are popular sports in your country?
3 What are your and your friends' favourite TV programmes?
4 What music is popular with young people in your country?

4 TASK Write a text for the *Friends worldwide* website.

- Write your text on a sheet of paper, but don't write your name. Use the texts below as models.
- Fold your paper and put it with all the other students' texts.
- Take another student's text. Read the text and guess the name of the student.

http://www.friendsworldwide.com/

Friends worldwide







A G'day! I'm Zak and I'm from Sydney in Australia. I'm mad about surfing and the beaches here are fantastic for it. I like rugby and I'm in the school team, but I'm not very good. I'm also interested in computer games and I love cars. My favourite programme is *Top Gear*. My sister Jess can't stand it because she hates cars!

B Hi! My name's John and Maddie is my sister. Our parents are from China, but we're now in Oklahoma, USA. We're into basketball and we're fans of the Oklahoma City Thunder. Our favourite player is Thabo Sefolosha. He's from Switzerland. I'm interested in birdwatching and I've got some amazing photos of eagles.

C Hi! I'm Carla Oke and I'm from Manchester in the UK, but my mum is from Nigeria. I'm really into music. I like hip hop and my favourite singer is Ms Dynamite. All my friends love her music, too. I'm not good at sport, but I like football on TV. And guess what? I'm a Manchester United fan like all my friends!

+ CULTURE The United Kingdom

I can write a description of a town or city.

2

1 1.36 Look at the map of the United Kingdom and match the words with 1–6. Then read and listen to the text. Check your answers.

Liverpool Belfast Scotland England
Cardiff Edinburgh

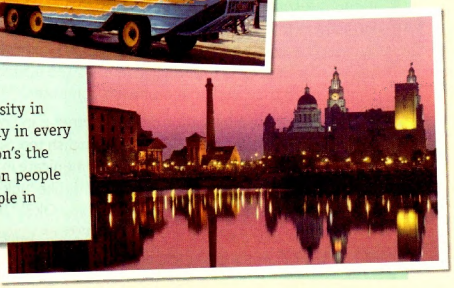


I love Liverpool

Hi. I'm Anna and I'm from Liverpool in the north-west of England. It's a big city, but it's really friendly. There are loads of interesting things to see and do here. Liverpool is on the River Mersey and my favourite place is the Albert Dock. This is a group of old historic buildings by the river. There are bars and restaurants, an art gallery and some museums. Anfield stadium is a fantastic place to visit if you're into football. There's also a tour of the city in the Yellow Duckmarine - it's a bus, and it's also a boat on the water!

My family are British, but we're from different places. My mum's from Belfast in Northern Ireland, and my dad's from Cardiff in Wales. My sister is at university in Edinburgh in Scotland. That means I've got family in every capital city in Britain, apart from London. London's the biggest capital in the UK. There are over 7 million people there. It's an exciting place to visit, but the people in Liverpool are friendlier!





2 Read the text again and answer the questions.

1 Where's Liverpool?
2 What is there in Liverpool for football fans?
3 What exciting transport is there in Liverpool?
4 What country is Anna's mum from?
5 How many countries are there in the UK?
6 What are they?

3 YOUR CULTURE Answer the questions.

1 What is the capital city of your country? How many people are there in the city?
2 What big cities are in your area?
3 Is your town on a river? What's the name of the river?
4 What is there for tourists to see in your town?
5 Where are your mum and dad from?

4 TASK Write about a town or a city.

- Choose a town or city and write a description of it. Use the first paragraph in the text and these phrases to help you.
 It's in the north / east ... of ... It's a ... city.
 It's on the ... River. It has got ... There is / are ...
- Read your text to the class, but don't say the name of the town.
- The other students guess your town.

Dom, Elementy wiedzy o krajach anglojęzycznych

+ CULTURE ❑ The English-speaking world

I can talk and write about languages in my country.

3

1 1.51 **Answer the questions about the countries in the box. Then read and listen to the text and check your answers.**

Japan Australia Poland the United Kingdom the USA India China South Africa Brazil

1 In which of these countries is English a first language?
2 In which of these countries do people speak English as an official language?
3 In which of these countries do people speak English as a foreign language?

Are you speaking English?



In countries like the United Kingdom, the USA and Australia people speak English as a first language. But they don't speak exactly the same English. English sounds different in these countries because people use different pronunciation and there are different words for some things. Americans don't say 'football', they say 'soccer', and they say 'movie', not 'film.' Some Australians say 'G'day', not 'Hi', and they don't say 'this afternoon', they say 'this arvo.' In some countries, for example, India and some African countries, there are a lot of different languages, so people use English as the official language.

In countries where English isn't a first language, people speak English as a foreign language. People want to study English because it's an international language; it's in films, magazines and pop songs. A lot of people, especially scientists and business people, use English when they work, travel or use a computer.

About 80% of the information on the internet is in English. A lot of people communicate on the internet in English too. Some people write a different type of English when they communicate in chat rooms or by instant messages like MSN. They use words like 'uok?', 'thnx' and 'cul8r.' These words are faster to write than 'Are you OK?', 'Thanks' and 'See you later'!

2 **Read the text again and answer the questions.**

1 Do people in America and Britain speak the same English? Why / Why not?
2 What do some Australians say when they meet someone?
3 Why do some countries use English as an official language?
4 Why do people want to learn English?
5 Why do people use shorter words in messages?
6 What does 'cul8r' mean?

3 **YOUR CULTURE** **Answer the questions.**

1 What is the official language in your country? Is there more than one?
2 What other languages do people speak in your country? Where?
3 Do people use different pronunciation in different parts of your country? Where?
4 What foreign languages do students usually learn in schools? Why?

4 **TASK** **Write about languages in your country.**

- Look at your answers in exercise 3 and write a short paragraph for each question.
- Exchange texts with another student and correct any language and spelling mistakes.

Elementy wiedzy o świecie i krajach anglojęzycznych

+ CULTURE National parks

I can write about national parks in my country.

4

1 2.17 Look at the photos and answer the questions about a national park. Then read and listen to the text and check your answers.

1 Where is this national park?
2 What other animals do you think live in the park?

2 Read the text again and answer the questions.

1 How old is Banff National Park?
2 How big is the park?
3 What endangered animal lives in the park?
4 How many people visit the park every year?
5 When can you see wolves?
6 What animal is dangerous on the road?

THE GREAT OUTDOORS

Where can you see wild bears and elks in their natural environment? Where are wolves and mountain goats safe from hunters? Created in 1885, Banff National Park is Canada's first national park and the home of many wild animals.

Banff National Park is in the north of the Rocky Mountains, in the west of Canada. There are 6,641 square kilometres of beautiful mountains, forests, rivers and lakes in the park. This is home for fifty-three different mammals and hundreds of birds, fish and amphibians. Some of these animals are very rare, for example, the endangered mountain lion. But others, like elk or bighorn sheep, are common. You can often see these animals from your car when you are driving in the park!

The park is a great tourist attraction and over four and a half million people visit it every year. One very popular animal is the wolf. About forty wolves live in the park today and many people come to see them. But it's very difficult to see wolves because they are scared of people and they only hunt at night.

When you are walking or driving in the park, you need to be very careful because some animals are dangerous. Every year, there are road accidents with elks. In spring, male elks sometimes attack cars! Bears don't usually attack people. They can't see very well, but they run away if they hear people.

There are forty-two national parks in Canada, but they only cover 2,5% of the country. This is a very small area for a very big country!



3 **YOUR CULTURE** Answer the questions.

1 What national parks are there in your country?
2 Where are these parks and how big are they?
3 What animals can you see in these parks?
4 Are there any endangered animals?

4 **TASK** Write about a national park in your country.

- Work in pairs and choose a national park.
- Use the text above and your answers in exercise 3 to help you.
- Write a description of your park.

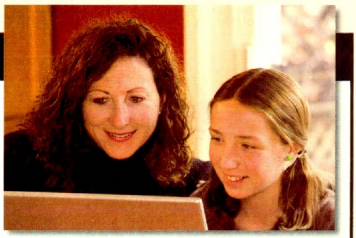
+ CULTURE ❑ Home schooling

5

I can discuss the advantages and disadvantages of home schooling.

1 2.35 Look at the photos below and answer the questions. Then read and listen to the text and check your answers.

1 Where is Ella?
2 What is she doing?



MY MUM IS MY TEACHER

It's 9.30 on Tuesday morning and I'm studying, but I'm not at school. That's because I'm home educated. All children in Britain between five and sixteen must have an education. This is usually at school, but it can be at home. School's boring for me because the lessons are really easy, so I stay at home and my mum teaches me.

I study the same subjects as students at school, but I can learn at my level. I'm really good at maths and I'm taking my maths GCSE[1] in May. Students take that exam when they're sixteen, but I'm only twelve.

I usually study for five hours a day. I don't wear a uniform; I can work in my pyjamas if I want! There's a computer in my 'classroom' and I do a lot of work on CD-ROMs and the internet. I do piano practice every day and I play the violin in an orchestra once a week.

I love learning at home. I haven't got any brothers and sisters, but I'm never lonely. I go to a sports club at the weekends and I've got loads of friends. I can talk to other people like me on the computer.

[1]GCSE = General Certificate of Secondary Education



2 Read the text again and answer the questions.

1 Why doesn't Ella go to school?
2 At what age do students usually take GCSEs in Britain?
3 What is different about Ella's education and students her age at school?
4 What does Ella do when she isn't studying?
5 How does Ella make friends?
6 In your opinion, is Ella's life interesting? Why / Why not?

3 YOUR CULTURE Answer the questions.

1 When do children usually start school in your country?
2 When can you leave school?
3 Can children be home educated?
4 What exams do students take in your country?

4 TASK Have a group debate about the question: *What is better, home schooling or state schools?*

- Work in pairs and list the positive and negative things about home schooling and state schools.
- Join another pair and discuss in your group. Use some of the expressions in the box.

Home schooling is a good / bad idea because
I think ... is great / boring ... because
It's good / bad for students to
It's better because
I don't think home schooling is

- Compare your ideas with other groups.

+ CULTURE Roman Britain

I can write about the Romans in my country.

6

1 2.52 Read and listen to the text. What do we call the Roman cities *Londinium*, *Mamucium* and *Eboracum* today?

2 Read the text again and answer the questions.

1 What was the Roman name for Britain?
2 Why do we use Julius Caesar's name for the seventh month?
3 Were there many towns and cities in Britain before Roman times?
4 Which city in Britain has a Roman festival every year? Why?
5 Where in Britain can you visit Roman baths?
6 What do modern roads follow?

3 YOUR CULTURE Answer the questions.

1 What was the Roman name for your country?
2 Are there many words from Latin in your language? Do you know any examples?
3 Was there a Roman town where you live? What was its name?
4 Is there anything in your country from Roman times?

4 TASK Write about the Romans in your country.

- Before the lesson, find out about the Romans in your country – dates, cities, buildings, names.
- In pairs, write a paragraph about the Romans in your country. Use the text below as a model.

Britannia

The Romans invaded Britain over 2,000 years ago. They called the country *Britannia* and stayed for about 400 years. The Romans changed a lot of things in the country, and we can see the changes in British life today.

Some English words come from the Roman language, Latin, for example, *autumn*, *habitat* and *alien*. The Roman emperor Julius Caesar started today's calendar. Later, they used his name for the seventh month, July, because he was born in that month.

There weren't many towns in Britain before the Roman invasion, and the Romans started a lot of new cities and towns. We live in these cities now, but we call them different names; Roman *Londinium* is now London and *Mamucium* is Manchester. York was a very important town in Roman times. They called it *Eboracum*. Today, people in this city have a Roman festival every year to celebrate their Roman history.

The Romans liked having a bath, and there were public baths in some of the cities. You can visit the Roman baths today – in Bath! The Romans also invented roads, and modern roads in Britain follow the old Roman roads in a lot of places.





+ CULTURE Britain's favourite games

I can play a language game in English.

7

1 3.13 Match the types of games with photos 1–3. Then read and listen to the text and find the names of the games in the photos.

card game language game board game

BORED WITH COMPUTER GAMES...?

It's the weekend, and it's raining. How do children in Britain spend their free time? Playing computer games, maybe? But what games did they play before computer games?

In the past people played a lot of card games. One popular game was *Happy Families*. In this game, players collected cards with members of the same family. The winner was the first person to collect all the family members for their cards. Children liked games like *Happy Families* because they were fun and easy.

Board games were also very popular in Britain. Younger children liked simple games such as *Snakes and Ladders*. You go up the board when you land on a ladder and down when you land on a snake. The first player to get to the top of the board is the winner. Older children liked strategy games like *Monopoly*. Players travel round the board, buy houses and hotels, and make money.

British people loved language games too, such as *Hangman*. In *Hangman*, one player thinks of a word, and the other player guesses letters in the word. *Scrabble* was another popular language game, and it's still popular today.

Today, you can play *Monopoly*, *Scrabble*, and other traditional games on the computer. But why not turn your computer off and have a real game with your friends this weekend? It's more fun!



2 Read the text again and answer the questions.

1 How do children in Britain spend their free time now?
2 What did you collect in a game of *Happy Families*?
3 Is *Snakes and Ladders* a difficult game?
4 What do you do in *Monopoly*?
5 What type of game is *Hangman*?

3 YOUR CULTURE Answer the questions.

1 What games did people play in your country before TV and computers?
2 Do you sometimes play *Hangman*, *Monopoly* or *Scrabble*?
3 What board games are popular in your country?
4 What do you usually do in your free time?

4 TASK Play a language game.

- Work in small groups and read the rules of the game.
- Play the game in your group. If necessary, correct other players' sentences.
- The first group to finish is the winner.

Rules

Players take turns making sentences. The first sentence starts with the letter A (**A**re you late?). The second sentence starts with the letter B (**B**ig cars are expensive.) Continue like this to the letter Z.

You can make questions and affirmative, negative and imperative sentences. You can start a sentence with the name of a place or a person if you're stuck. You can't miss your turn or make incorrect sentences.

Sport

+ CULTURE ❑ Famous explorers

I can understand a text about a famous explorer.



On top of the world

Mount Everest in the Himalayas is every climber's dream. The 8,850-metre mountain is the highest place in the world and a very dangerous mountain. The weather changes all the time and it is often very windy and cold.

In the early 20th century, other expeditions tried to climb Everest but failed, and many people died there. Finally, on 29th May 1953, Edmund Hillary from New Zealand and Tenzing Norgay from Nepal became the first people to stand on the summit of Mount Everest.

Edmund Hillary was born in Auckland in New Zealand. He wasn't a very sporty young person, but he liked climbing and he had a dream. 'Someday I'm going to climb Everest,' he told a friend. He was serious, but nobody believed him! In those days, people didn't know if it was possible to climb higher than 8,000 metres because there isn't a lot of oxygen.

When he was 33, Hillary joined a British expedition to climb Everest. At 6.30 a.m. on 29th May, Hillary and Norgay left their camp at 8,503 metres and started climbing. They both carried heavy oxygen bottles. They were lucky because the weather was good. Five hours later, at 11.30 a.m., they were on top of the world! They spent fifteen minutes on the summit of Everest and Hillary took a photo of Norgay, but he didn't take a photo of himself! The news of their climb was in all the newspapers and the two men were heroes before they arrived home.



1 3.30 **Look at the photos and answer the questions. Then read and listen to the text and check your answers.**

1 What mountain are the people climbing?
2 Do you know who these climbers are?

2 **Read the text again and answer the questions.**

1 What is the weather like on Mount Everest?
2 What was Edmund Hillary's dream when he was young?
3 Why is it dangerous to go higher than 8,000 metres?
4 What did Hillary and Norgay take with them on the climb?
5 Why were Hillary and Norgay lucky?
6 Who is in the photo on the summit of Everest?

3 **YOUR CULTURE** **Answer the questions.**

1 What famous explorers or adventurers are / were from your country?
2 Where did they go and how did they travel?
3 What did they do? Why was their adventure special?
4 What explorer(s) in the world do you admire? Why?
5 Would you like to be an explorer or an adventurer?

4 **TASK** **Planning and asking about an expedition.**

- Work in pairs and imagine you are going on an expedition to an extreme place (North / South Pole, Sahara Desert, Matterhorn Mountain, Congo River, Mars, etc.).
- Make notes about dates, route, transport, weather, languages, dangers, etc. Make a list of things to take with you.
- Ask and answer *Yes / No* questions with another pair. Guess where they are going.

Are you going to wear ... ?

Are you going to travel by ... ?

Are you going to speak ... ?

+ PROJECT ☐ Poster: about you

1

1 EGZAMIN Read Sandra's poster. Match the texts with a heading from the box.

Books and comics Music TV and films Pets Name and age Sport Computers

ABOUT ME

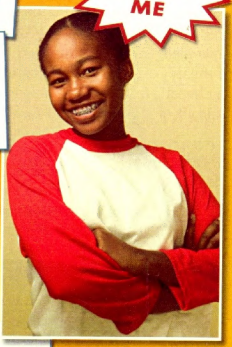
1 ___
My name is Sandra. I'm 13 years old. My birthday is in May.

2 ___
I've got a dog. His name is Scruffy and I love him! I really love animals, especially horses, but I haven't got one.



3 ___
I'm mad about snowboarding and swimming. I really like basketball too, but I'm not very good at it.





4 ___
I'm really into hip hop, especially Black Eyed Peas. I play the guitar and I like singing.

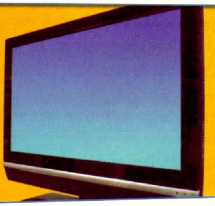




5 ___
We've got a computer at home. I use it every day, but I don't like it. I prefer sending text messages with my mobile phone.



6 ___
I love reading books. We've got a lot of books at home. I'm a big fan of Harry Potter!



7 ___
I really like TV programmes about animals or music. I don't like detective films and I can't stand horror films.

2 Make a poster about yourself. Follow the steps in the project checklist.

☐ PROJECT CHECKLIST

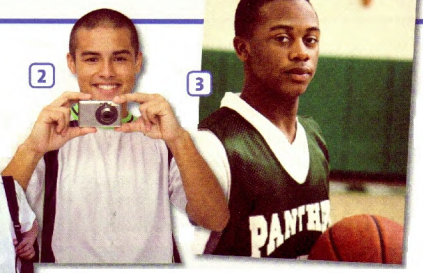
1. Find a photo of yourself.
2. Write a few sentences about each of these topics: name and age, pets, sport, music, computers, books and comics, and TV and films.
3. Take a big sheet of paper and stick your photo in the middle. Put the texts around it.
4. Put some more pictures or drawings on your poster.

3 Work in groups of five or six. Take one poster and don't let the others see it. Then read one of the texts. Can they guess who it is? If not, read another text.

4 Put all of the posters on the wall. Read the posters and try to find someone with similar interests to yours.

+ CUMULATIVE REVIEW Starter–Unit 2





Listening

1 Look at the photos. Answer the questions.

1 Where are the people in photo 1?
2 Who is a basketball player?
3 Who has got a camera?

2 1.37 Listen to a conversation. What are Jon, Lucy and Tim interested in?

3 1.37 Listen again and complete the sentences.

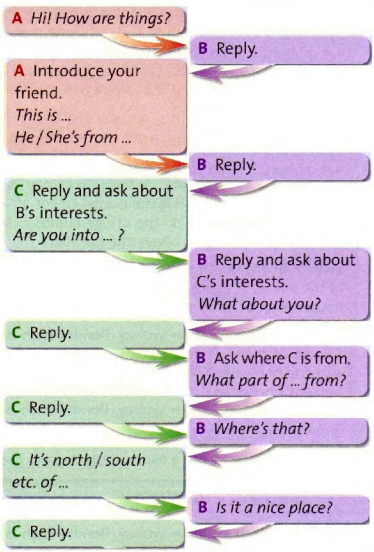
1 ___ is from Australia.
2 ___ is mad about basketball.
3 Lucy is better than ___ at basketball.
4 ___ is into tennis.
5 Darwin is in the ___ of Australia.
6 It's ___ than Sydney.
7 There are a lot of new ___ in Darwin.
8 Jon hasn't got any ___ of Darwin.

Speaking

4 Work in groups of three and prepare a conversation. Imagine that one person is from a different country. Answer the questions.

1 What are your interests?
2 What are you good at?
3 Who is from a different country?
4 Where is he / she from in this country?
5 What is the place like?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B and one of you is C. When you have finished, change roles.



Writing

6 EGZAMIN Write an email to a friend. Tell your friend about a person from a different country. You can write about Jon from the listening or another person. Use the sentences in exercise 3 to help you. Begin like this:

Hi, ... ,
I've got a new friend! His / Her name's ...
He / She's from ...

+ PROJECT ☐ City profile

1 What do you know about Sydney? Cover the text and answer the questions.

1 Which country is it in?
2 Which part of the country is it in?
3 Is it the capital city?
4 How many people live there?
5 What is the main language?
6 Do you know any tourist sights in Sydney?



2 Now read the text and check your answers.

SYDNEY

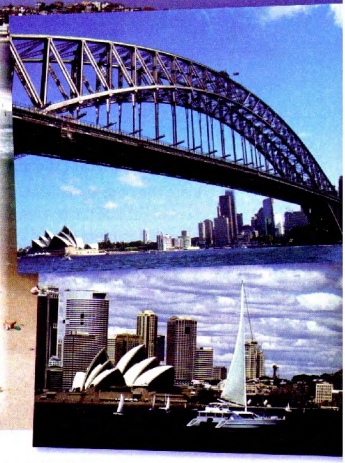
Sydney is the largest city in Australia with a population of 4.4 million. It is on the east coast of Australia, on the Pacific Ocean. Sydney is not the capital of Australia. The capital city is Canberra, a small city 280 kilometres south-west of Sydney.

Most people speak English, but you can hear many other languages in Sydney. Thirty per cent of the population are from other countries and there are always a lot of tourists.

Popular tourist sights include the famous Harbour Bridge. Tourists like to walk along the bridge to get an amazing view of the city. Some even do the bridge climb, a fantastic walk to the top, 134 metres above the harbour!

Sydney Opera House is one of the most famous buildings in the world. It looks like a group of giant sea shells and it houses a lot of concert halls and theatres.

There are 70 beaches in Sydney. Bondi Beach is the most famous of them. People come here from all over the world to surf the big waves. Tourists love to spend Christmas Day here and eat Christmas dinner on the beach!



3 Make a poster about a famous city. Follow the steps in the Project checklist.

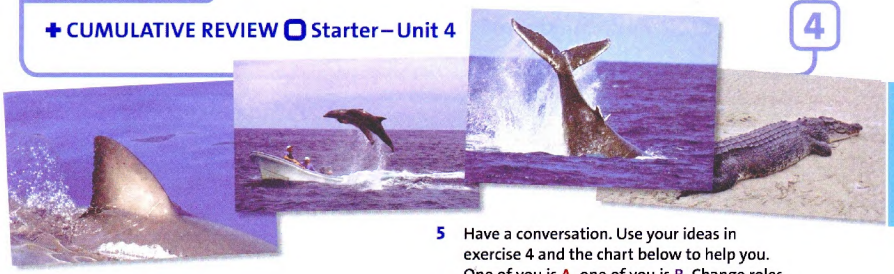
☐ PROJECT CHECKLIST

1 Work in small groups. Choose a famous city to write about.
2 Find information on the internet about:
- where the city is
- what the population is
- what the main language is
- some popular tourist sights

If you can, add more information.

3 Write a short text about your city using the information you found.
4 Find some photos of the popular tourist sights.
5 Find a map of the country to show the location of the city.
6 Make a poster with your text, map, and photos.
7 Present your city to the rest of the class.

✚ CUMULATIVE REVIEW ▢ Starter–Unit 4



Listening

1 Look at the animals in the photos. What are they? Where can you see these animals?

2 2.18 Listen to a conversation. Which are Jon's two photos?

3 2.18 Listen again and complete the sentences.

1 Jon enjoys taking ___.
2 The dolphins are ___ in front of the boat.
3 Jon and his dad often see ___ and ___.
4 Sea crocodiles are ___ than sharks.
5 Sea crocodiles live in Australia, ___ and ___.
6 Sea crocodiles are becoming ___ in many countries.
7 Where Pierre comes from, people speak ___.
8 Tim is buying a ___ at the shopping centre.

Speaking

4 Work in pairs and prepare a conversation. You are describing this photo to your partner. Imagine that the two people in the photo are from different countries. Answer the questions.



- Where is the place in the photo?
- Who are the people in the photo?
- What nationality are they?
- What country do they come from?
- What are the people doing in the photo?
- What are the animals?
- What are they doing?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B. Change roles.

A *This is a good photo! Where is it?*
B Reply.
A *Who's that? He / She looks like he's / she's ...*
B *He's / She's ... He's / She's* [nationality] *He / She comes from* [country]
A *Who's the other person?*
B Reply.
A *Is he / she ... too?*
B *No, he / she's* [nationality] *He / She comes from* [country] *He / She is ...*
A *What are they doing?*
B Reply.
A *What are those animals?*
B Reply.
A *What are they doing?*
B Reply.

Writing

6 EGZAMIN Write an email to a friend. You are on holiday and you are sending a wildlife photo to your friend. Talk about your holiday and describe the photo in exercise 4 or another photo. Use the questions in exercise 4 to help you. Begin like this:

Hi ... ,
I'm having a fantastic holiday here in
I'm staying Here is a photo of
Here they are

+ PROJECT ☐ My dream school

5

1 Work in groups. Answer the questions.

1 What do you like about school?
2 What do you not like?
3 What would your dream school be like?

2 Read the text. How many of the ideas are the same as yours?

3 Make a poster about your dream school. Follow the steps in the project checklist.

4 Put all of the posters on the wall to make a dream school art gallery. Look at the other posters. Choose the school you like best.

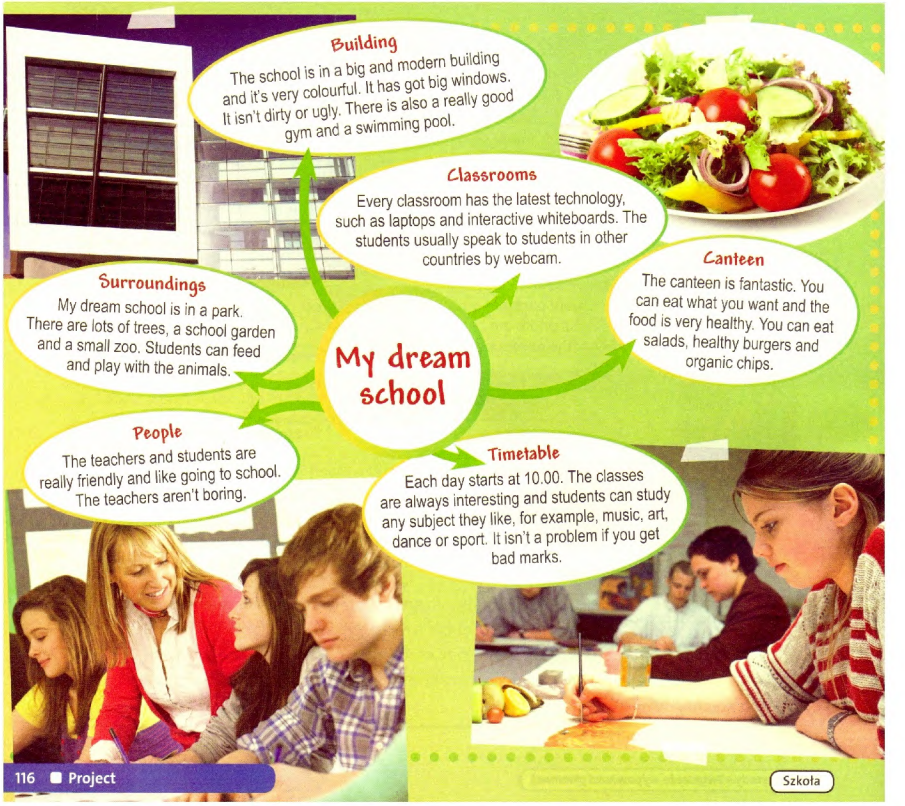
5 Discuss: What could you change in your school to turn it into a dream school?

☐ PROJECT CHECKLIST

1 Think about your dream school. Write short texts about each of these things:
- the building
- the surroundings
- the classrooms
- the canteen
- the people
- the timetable

2 Find some photos for your poster.

3 Make a poster with your texts and photos.



+ CUMULATIVE REVIEW Starter–Unit 6



Listening

1 Look at the photos. Which of the places in the box are not in the photos?

river café library school town centre supermarket university

2 2.53 Listen to a conversation. Which place in the photos is not in Cambridge?

3 2.53 Listen again and complete the sentences.

1 Cambridge University is more than ___ years old.
2 The famous ___ Isaac Newton was a student there.
3 There are more than ___ books in the library.
4 Jon's favourite subject is ___.
5 Lucy likes ___ and ___.
6 Lucy played ___ on Sunday.
7 Lucy can't go out because she's got a lot of ___ homework.
8 They serve good ___ and ___ at the new café in Broad Street.

Speaking

4 Work in pairs and prepare a conversation. Imagine one person (A) visited an interesting place in your country last weekend. The other person (B) stayed at home. Make notes about:

- the name of the place and how old it is
- what the place is like and other information (buildings, history, famous people)
- what you liked about it
- who you were with
- student B's weekend

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B. Change roles.

A *How was your weekend?*
B Reply.
A *What was it like?*
B Reply. *I visited ... I liked...*
A *Was it interesting / fun ... ?*
B Reply.
A *How old is [the place]?*
B Reply.
A *Were you on your own?*
B Reply. *Was your weekend good?*
A Reply. *I ... on Saturday. On Sunday, I ...*

Writing

6 EGZAMIN Write a postcard to a friend. Tell your friend about a place you visited last weekend. You can write about Cambridge or the place you talked about in exercise 5. Begin like this:

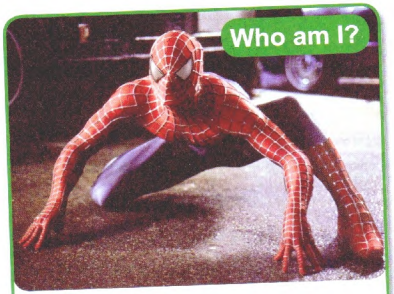
Dear ...,
Last weekend, I visited It's a ... in the north / south / east / west of It's a really interesting I visited

Dom, Szkoła • **Tworzenie wypowiedzi pisemnej**

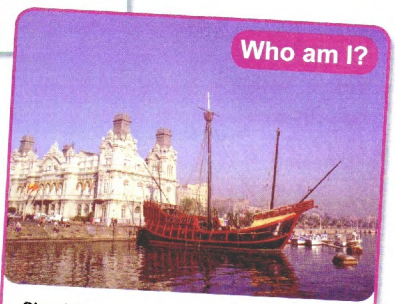
+ PROJECT ☐ Trump card game

Rules

1 Choose a trump card and read the first clue to your partner.
2 If your partner guesses the answer, he/she scores 50 points.
3 If your partner doesn't guess the answer, read the second clue. Your partner scores 40 points if he/she guesses the answer.
4 Continue until your partner guesses the answer. Then listen to your partner's clues.
5 The winner is the person with the highest score.



Clue 1 He's an actor.
50 points
Clue 2 He was born in California, USA.
40 points
Clue 3 He sometimes wears these clothes.
30 points
Clue 4 His surname starts with M.
20 points
Clue 5 His first name is Tobias, but his nickname is Tobey.
10 points



Clue 1 He was an explorer.
50 points
Clue 2 He was born in Genoa, Italy.
40 points
Clue 3 This was his famous boat.
30 points
Clue 4 His surname starts with C.
20 points
Clue 5 His first name was Christopher.
10 points

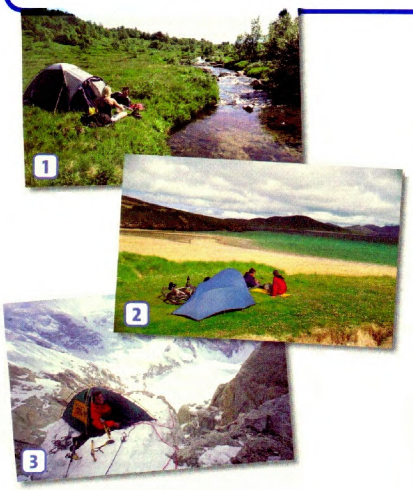
1 Read the rules and play the trump card game with a partner.

2 Make a trump card. Follow the steps in the project checklist.

3 Play the trump card game with five people in your class. Make a note of your score. Who is the winner?

☐ PROJECT CHECKLIST

1 Think of a famous person, such as a writer, a musician, an explorer, a king or queen, a scientist, an artist, an actor, or an inventor.
2 Find information about the person on the internet or in a book and write five clues about:
Clue 1: his or her job
Clue 2: his or her place of birth
Clue 3: a famous object or interesting fact about the person
Clue 4: the first letter of his or her surname
Clue 5: his or her first name or nickname
3 Find a photo on the internet or in a magazine, and stick it on a card. Write the clues and points on the card.
4 Write the name of the person on the back of the card.



Listening

1 Look at the photos. Where are the people? What are they doing?

2 3.31 Listen to a conversation. Where are the friends going to camp?

3 3.31 Listen again and complete the sentences.

1 The weather will be ___ at the weekend.
2 Tim went camping in the mountains last ___.
3 Lucy is going ___ in the sea.
4 They are going to cook some ___.
5 Lucy has got a tent and a small ___.
6 Lucy is going to make some ___.
7 They are going to travel by ___.
8 Jon is going to take a ___, a ___ and a ___.

Speaking

4 Work in groups of three and prepare a conversation. Imagine you are planning a camping weekend. Answer these questions.

1 Where are you going to go?
2 What are you going to do there?
3 What is the weather forecast?
4 How are you going to travel?
5 What will you take?

5 Have a conversation. Use your ideas in exercise 4 and the chart below to help you. One of you is A, one of you is B and one of you is C. When you have finished, change roles.

A *Why don't we [activity]?*
B Reply and ask where.
A Suggest a place.
B *I'm not sure about that.* Give a reason.
A Suggest another place.
B Agree and ask about transport.
A Reply.
B *What are we going to take?*
A *We'll need ... I've got ...*
B *I can bring What's the weather forecast?*
A Reply.
B *Let's phone*
A *Hi. It's* Give details of your plans. *Do you want to come?*
C Reply and ask about equipment.
A Reply.
C *I've got*

Writing

6 Write a description of a terrible weekend. Imagine you went camping last weekend and a lot of things went wrong. You can use the situation in the listening or in exercise 4. Think about the following ideas and say what happened and how you felt.

transport the weather activities
food equipment

Begin like this:
Last weekend, I went camping with ... and
It was terrible! We met on Saturday morning at ...
We travelled to ...

***English Plus* to dynamiczny, czteroczęściowy kurs dla gimnazjalistów przygotowujący do egzaminu z języka angielskiego, zgodny z najnowszą podstawą programową.**

English Plus to doskonały wybór!

- Pomoże przeprowadzić **ciekawe lekcje**, z jasno opisanymi celami i zaplanowanymi wynikami.
- Ułatwi pracę uczniom **na różnych poziomach zaawansowania** dzięki urozmaiconym ćwiczeniom i materiałom dodatkowym.
- Wzmocni **motywację uczniów** do nauki dzięki intrygującym i poszerzającym wiedzę o świecie tematom, a także projektom edukacyjnym, wykorzystującym potencjał grupy.
- Nauczy niezbędnego **słownictwa i przydatnych funkcji językowych** dzięki sekcjom *key phrases* oraz wyjątkowemu słowniczkowi z ilustracjami ułatwiającymi zapamiętanie nowych słów.
- Zapewni **kompleksowe przygotowanie do egzaminu** dzięki zadaniom egzaminacyjnym oraz dodatkowym powtórkom materiału znajdującym się zarówno w podręczniku, jak i w zeszycie ćwiczeń.

English Plus to wiele możliwości!

✚ ***Options*** – dodatkowe lekcje na końcu podręcznika, tematycznie i językowo powiązane z kolejnymi rozdziałami; do wyboru – *Extra listening and speaking*, *Curriculum extra*, *Culture* i *Project*.

✚ ***Digital*** – nowoczesne materiały cyfrowe do wykorzystania w klasie, na tablicach interaktywnych (płyta *iTools*) oraz w domu, na komputerze (płyta Multi-ROM, strona internetowa).

✚ ***Teacher's resources*** – dodatkowe lekcje i testy na stronie internetowej, do wykorzystania z uczniami o różnych potrzebach, ambicjach, zainteresowaniach i na różnych poziomach zaawansowania w nauce języka.

W skład każdego poziomu *English Plus* wchodzą:

- Podręcznik
- Zeszyt ćwiczeń oraz płyta Multi-ROM zawierająca dodatkowe ćwiczenia, gry i nagrania do zadań egzaminacyjnych z zeszytu ćwiczeń
- Książka nauczyciela
- Płyty *audio CD*
- Płyta *iTools*, czyli oprogramowanie do tablic interaktywnych

making digital sense

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More options = better results.

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+ Curriculum extra
+ Culture
+ Project / Cumulative review

CEFR
B1
A2
A1